

Elementary English

A Magazine of the Language Arts

OCTOBER, 1960

READING

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WRITING

•
SPEAKING

•
LISTENING

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SPELLING

•
ENGLISH USAGE

•
CHILDREN'S BOOKS

•
RADIO AND
TELEVISION

•
AUDIO-VISUAL AIDS

•
POETRY

•
CREATIVE
WRITING

"LITTLE TOOT"
PRIMARY READING
INDIVIDUALIZED READING
HANDWRITING
CONVENTION PROGRAM



Ruth Strickland
Council President, Golden
Anniversary Year

*Organ of the National Council
of Teachers of English*

Elementary ENGLISH

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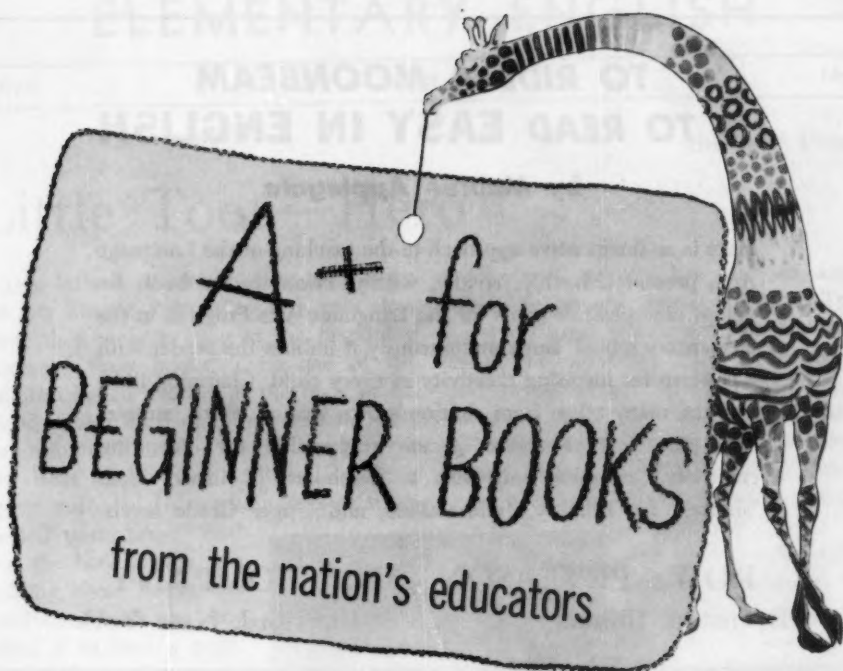
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ELEMENTARY ENGLISH

XXVII

OCTOBER, 1960

No. 6

HELEN W. PAINTER

Little Toot—Hero

Two little boys were coming away from the city library. Proceeding at a very slow pace, they were looking at the beginning pages of their books. Then one of the children began peering at the book of his friend. The page was turned and the next was examined closely. Heads together, the two boys finally stood still and read, as heavy traffic on an exceedingly busy street rushed past them. What was the book which was holding these youngsters spellbound? As the boy lifted it to turn a page, the title on the cover flashed into view. It was *Little Toot*.

Just twenty-one years ago *Little Toot* was published, and this account of a gay little tugboat has maintained, and perhaps even increased, its popularity through the years. Many a teacher of young children has seen *Little Toot* dart from the pages of this newer classic and into the lives of boys and girls with a swiftness and smoothness rivaling a modern jet. This is an action story of tremendous appeal to all and to boys especially, a story not only written but also illustrated by one of America's outstanding artists, Hardie Gramatky. The pictures are as exciting as the words.

Hardie Gramatky has had an action-filled life himself. Born in Dallas, Texas, he was reared in Los Angeles, California. While he attended Stanford University and an art school, he often would go on sketching tours for many days, driving wherever the notion led him and painting numerous pictures. He had many types of jobs: in a bank, in a logging camp, and on a freighter and a lumber schooner. He was the ghost-writer of a well-known comic strip. Later he was an animator for Walt Disney for six years.



Hardie Gramatky

Going East, he got an assignment with *Fortune* Magazine as a pictorial reporter. He tells that he stood hip-deep in water to paint the Mississippi flood, did sketches at 30° below zero in Hudson Bay, and made water colors of the lovely Bahamas. Mr. Gramatky has since worked as artist-reporter for most of the leading magazines and publica-

tions today and handled national advertising accounts for outstanding agencies.

Between trips he had a studio in a building off Wall Street, from which he could see the boats on the East River. He once

Miss Painter is Associate Professor of Education at the University of Akron.

reported that, when his eyes tired from work, he liked to look at the boats. He found the tugs fascinating, some "gay and aimless" and others "grim and purposeful." As he watched them he thought they were much like people. He made countless sketches and he found that one boat seemed to assume a personality of its own. That boat became Little Toot in a book of the same name. After being turned down by several publishers with the explanation 'children weren't thinking that way,' *Little Toot* was published in 1939 and was an immediate success. From several Hollywood offers the movie rights were sold to Walt Disney. The book has appeared on radio and television, been part of the CARE-UNESCO book program, been the subject of a float in the Pasadena Tournament of Roses, been made into a film strip and into recordings, and has the distinction of being rated by the Library of Congress as one of the all-time great books in children's literature. All bookmobiles serving the Los Angeles Public Library are called Little Toots. Leading books dealing with children's literature refer to Mr. Gramatky and this book of his especially.

What is the story? It concerns Little Toot, who lived at the foot of an old wharf, "the silliest little tugboat you ever saw." (In the first sentence his characteristics are made clear.) Because the only sound that he could make was a gay, small toot, he was called Little Toot. He could, however, send up big, round smoke balls.

Little Toot's family was extremely important, for Big Toot was the biggest and fastest tug on the river and Grandfather Toot was "an old sea dog who breathes smoke." But Little Toot hated work and did not see why he should pull ships bigger than he was to the ocean. Besides, he liked to play.

When he was ridiculed by the other tugs for his frivolity, Little Toot, angry and

ashamed, fled from them to sulk and mope by himself. Drifting aimlessly with the current, he did not see a big storm approaching until he heard the great waves of the ocean pounding the rocks. Then against the blackness of the sky arched a great rocket from an ocean liner, caught between two of the enormous rocks. Wildly excited, Little Toot began puffing smoke balls to signal for help. Up river all the tugs saw the S.O.S. and rushed to the rescue.

*Out from many wharves steamed a
great fleet—big boats,
little boats,
fat ones,
and skinny ones . . .*

*. . . With Big Toot himself right in
the lead, like an admiral at the
head of his fleet . . .*

The fleet, however, could not make any headway in the rough seas.

Suddenly above the storm rose the gay toot of Little Toot as he rode the waves. The crew of the huge liner threw a line to the little tugboat who, when the waves hit the ship, pulled the vessel free. (Surely it must have been a wonderful thing to see!)

The people on board began to cheer . . . And the whole tugboat fleet insisted upon Little Toot's escorting the great boat back into the harbor.

Little Toot was a hero! And Grandfather Toot blasted the news all over the river. Well, after that Little Toot became quite a different fellow. He even changed his tune . . .

And it is said that he can haul as big a load as his father can . . . that is, when Big Toot hasn't a very big load to haul . . .

What a clever ending for any reader.

What has made *Little Toot* so famous? Annis Duff thinks it achieved its success in her home through "sheer force of personality." She writes in *Bequest of Wings*:¹

¹Annis Duff, *Bequest of Wings*, p. 48. New York: The Viking Press, 1950.

Little Toot . . . is a person, and this is a most perfect example of transference of human characteristics to an inanimate object. . . . There is such gusto in the pictures and such forthrightness in the manner of telling the story that the reader, especially if he is a small boy, is captivated at once . . . events move at a breathless pace, and before you have quite finished reading the last page the little listener flips the book over and says, 'Now, read it again.'

Surely in our modern world machines are tremendously important. Mr. Gramatky knows children and their interest in the realistic aspects of their environment. "Children, as well as their elders, are fascinated by trains, boats, trucks, tractors, and other mechanical contrivances."² Commenting on Hardie Gramatky and another writer who published in the same year stories of personified machinery, May Hill Arbuthnot writes that they "have taken full advantage of the fact that to this generation a machine is something alive and individual" and they have "proved beyond doubt not only that machines are one of the modern child's liveliest and most continuous interests but that they can be a thrilling center of a good story."³ To personify machinery, Mr. Gramatky has added appealing individuality to saucy *Little Toot*. Mr. Gramatky believes that a page comes alive through animation, that it seems to move and take off into space. Children delight in these personifications. The book provides wonderful entertainment not only for small boys but for the entire family and is an excellent story to read aloud.

Mr. Gramatky's pictures entrance his readers-viewers, for with fresh, vigorous, bold strokes he throws bright, deep colors

on paper. To have pictures done by such an outstanding artist would in itself give the book a special claim to fame. As Miriam Huber states:⁴

A significant aspect of children's book illustration in the United States today is the number of famous artists who bring to the making of pictures for children the same seriousness and responsibility of approach that they give to making fine paintings.

Mr. Gramatky's record does, indeed, confirm his status as a "water colorist of distinction."⁵ He has won more than thirty top water color awards, including the Chicago International and the National Academy prizes. His paintings have been exhibited in all the large museums and galleries in North and South America and in Europe, and some are now in traveling exhibition in the Far East. Many are in permanent public and private collections.

Pictures must harmonize with the text, however, if they are to be the most forceful. The perfect blending of story and picture can perhaps be achieved only when one individual does both the writing and illustrating. Not long ago Hardie Gramatky pointed out that pictures tell much that words cannot and that balance between the writing and pictures must be achieved. Saying that he never could see how a person could illustrate another's story, he added: "I feel I get on so well with my illustrator!"

Truly in a Gramatky book the pictures are "part and parcel" of the story, "physically and psychologically, from the very beginning."⁶ When *Little Toot* cuts a figure

²Bess P. Adams, *About Books and Children*, p. 132. New York: Henry Holt, 1953.

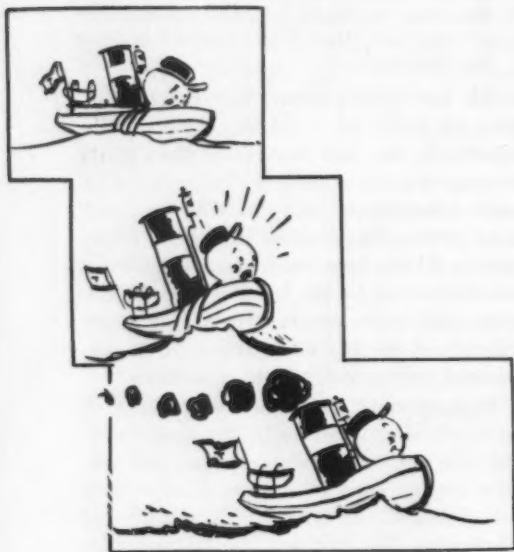
³May Hill Arbuthnot, *Children and Books*, p. 309. New York: Scott, Foresman and Co., 1947.

⁴Miriam B. Huber, *Story and Verse for Children*, p. 33. Rev. Ed. New York: The Macmillan Co., 1955.

⁵May Hill Arbuthnot, *Children and Books*, p. 341. Rev. Ed. New York: Scott, Foresman and Co., 1957.

⁶Lynd Ward, "The Book Artist and the Twenty-Five Years," *Horn-Book* 25 (December, 1949), 373-381.

8 so big there is hardly room for it between the two shores of the river, the picture besides the brief text shows a mischievous Toot at such play, with the 8 hitting each bank and with little smoke balls trailing behind him. When the boats become so annoyed with him and he is so lonesome that



his spirits droop, the sketch shows even his smokestack, flag, and whistle bent sadly downward. No child has trouble reading the pictures and thus understanding the story, so graphically does each sketch give all the details. The colors match, too, the feelings denoted by the words, as the deep blues and blacks of the storm or the lavish color of the city dock scenes. Truly the pictures interpret the story.

But what of the story itself? The book has a well developed plot. Pointing out that many people today are doing mood books (pictures to portray a mood but with inaction in the text) Johnson, Sickels, and Sayers say that children respond with en-

thusiasm to a book that has a story to tell.⁷ Surely *Little Toot* has a story with a satisfying theme. A captivating character, often as playful and mischievous as any child (and therefore so understandable to children), is unhappy over the situation in which he finds himself, though it may be of his own making. However, as the climax is reached—and the children grow still and breathless at the suspense—the personified machine earns his right to be a hero. From sympathy at the humanized plot, the child relaxes happily at an ending that is deeply satisfying and rewarding.

Perhaps we should examine also the accuracy of the story materials, for children are interested in and most observant of details. Factual material should be handled skillfully, and it should be presented with truth and a respect for the intelligence of the child. A sincere artist-illustrator will go to great lengths to insure for even the young reader accuracy in a story that is not basically an informational one. The boats themselves in *Little Toot*, as was mentioned earlier, are drawn directly from those on New York's East River. The duties of the tugboat are explained simply and clearly at the level of the young child.

"You see the world through the child's eyes," Mr. Gramatky says. "Then you must play back that world but not make it sound too sweet or not talk down to the child. It must be an honest effort, delivered as a person-to-person talk."

Just as important as the content of the book is the manner or style in which it is written. Here, too, is revealed the skill of the writer to make a book readable. There is a gay, masculine touch to Mr. Gramatky's words and pictures that makes them breeze through the pages. The story is not awkward or stilted but flows evenly and

⁷Edna Johnson, Evelyn Sickels, and Frances Sayers, *Anthology of Children's Literature*, p. 71. Boston: Houghton Mifflin Co., 1959.

smoothly. The plot is lively and the characters well drawn. And the prose is good—it reads well. However hard it is to define style, we recognize whether it is there or not. Surely the reader senses it in this book. Much of the charm is due in large part to the picturesque words used, as “candy-stick smokestack,” “skinny boats,” and “spit the salt water out of his smokestack.” Undoubtedly it is expressive writing.

Little Toot was the first of a popular series by Hardie Gramatky and still is probably the special favorite. The other books, however, are deserving of mention here. The next to appear was *Hercules*, which has been made into a movie and a television presentation. The U. S. State Department chose this story to represent American children's entertainment at the Brussels' World's Fair and sent the original drawings to countries in the Far East. *Hercules* is an old-fashioned fire engine drawn by horses. Though outmoded, he comes into his own when the new trucks break down on their way to a fire, and he earns the right to be placed in a museum. The action is tremendous and the pictures are magnificent in strong, virile colors.

Loopy is the story of a plane used to train student pilots. When a show-off runs him into a storm and bails out, Loopy realizes his dream of teaching the birds to fly and becoming a sky writer. Incidentally, has there ever been a child who, when the show-off takes Loopy under a bridge, hasn't yelled with delight: “Look, there's Little Toot.” Sure enough, Toot is there in the river.

Creeper's Jeep was the first Gramatky book in a Connecticut setting close to the author's home. Creeper is a typical boy who never gets anything done until one day he wins a wonderful new red jeep. The jeep must be put up for sale, however, until it saves the animals from a barn fire.

Sparky resulted from a tour in search of true Americana. Sparky is a lively little trolley car who runs into trouble with the mayor. The car has been sentenced to become a diner and is on his last run when he saves some children from the path of the mayor's run-away automobile.

Homer and the Circus Train completes the list to now.⁸ Representing the work of five years and re-done at least twenty-five times, the book shows that a good book is not so easy even for an experienced author-illustrator to do. Homer is a personable caboose who sees everything in reverse, much to the amusement of the other railroad cars. When a coupling gives way and the train shoots back over a hazardous mountain track, Homer brings the animal cargo through safely. Again, the pictures are wonderfully vivid indeed.

What is the secret of the charm of *Little Toot* and the other Gramatky books? Maybe it is the childlike, irrepressible character who ceases to be a machine but becomes a human personality which delights us all. Whatever the secret, there is no doubt that the appeal is there for children and adults alike. For those of us who are privileged to know Mr. Gramatky there may be evident another reason. To quote from Annis Duff:⁹

It is not so much the books written expressly for children so much as it is the books written out of the minds that have not lost their childhood that will form the body of literature which shall be classic for the young.

The great product in children's literature is created, someone has said, by the person who keeps the core of childhood within him while others grow old through and through. It could be, therefore, that the secret lies in the modest but captivating Mr. Gramatky himself.

⁸Each of the books has been published by G. P. Putnam's Sons, N. Y.

⁹Duff, *op. cit.*, p. 20.

Something Old, Something New in Primary Reading

The topic I have been asked to discuss is "New Ideas in Primary Reading." As I think about this topic, I wonder if there are any really new ideas in the teaching of primary reading. If we look back into the history of education, we find that our so-called "new ideas" about child growth and development, building upon child experiences, utilizing child interests, recognizing individual needs and so on were uttered by Comenius in the early sixteen-hundreds, by Rousseau in his *Emile* published in 1762 and by Pestalozzi in his *Leonard and Gertrude* which appeared in 1801. Probably there are few, if any absolutely novel ideas which have sprung full-grown from the Jupiterian head of education during the middle decades of our twentieth century.

Ours is a period of using new approaches, formulating new adaptations, making new applications of many of the fundamental ideas which have been previously propounded, and to which we have paid too little attention in years past. These new approaches, applica-

tions and adaptations are being made as a result of several potent influences: (1) modern psychology and philosophy, (2) recent investigations, and (3) the needs of our present society and environment.

In this talk then I shall attempt to discuss some of the new approaches, adaptations, applications of old ideas as they are now being shaped by the strong present-day influences.

The concept of considering total child growth was proposed by leaders in education centuries ago. Peter Drucker,¹ however speaks of a new philosophy: a philosophy of wholeness, with the whole equal to more than the sum of its parts. This is of course the Gestalt psychology stated simply and convincingly by a philosopher in an article titled "The New Philosophy Comes to Life," and defined as the philosophy

of wholeness with the whole equal to more than the sum of its parts. A very stimulating thought! We are beginning to put together the various parts of the wholeness of childhood in teaching primary reading in the hope of getting something greater than the sum of its parts.



Nila B. Smith

Dr. Smith is Professor of Education at New York University. This talk was given at the Denver Convention of the National Council of Teachers of English as a part of the program jointly sponsored by the Council and the International Reading Association.

¹Peter Drucker, "The New Philosophy Comes to Life," *Harper's Magazine*, August, 1957, pp. 37-40.

Recognizing Varying Rates of Physical Growth

One part of the total constellation of childhood which has recently found fresh application in reading has to do with recognition of physical rates of growing. We realize now that physical growth has a lot to do with reading achievement. The rate at which a child is growing, the rhythms of rate at different times within the same child's life are both important. We have read about plateaus in learning in our educational psychologies for years. We didn't know why there were plateaus. We just accepted the information as interesting and did little or nothing about it. Recently, however, the startling studies by Olsen, Eames, Millard and others have dramatically called to our attention fresh information about physical growth and school achievement. And now we are increasingly making use of this knowledge in our teaching of reading and other subjects. We now are not expecting a slow grower to make as rapid progress in reading as a rapid grower even though he may have the same intelligence and chronological age. We recognize also that an individual child may have periods of rapid growth and periods of slow growth, and we realize that we can't expect him to make as much progress in reading during a slowing-up growth period as during a spurt-of-growth period. We are becoming more accustomed to waiting for the right time to learn, rather than thinking "This child must cover a first-semester and a second-semester third reader this year."

New Considerations in Regard to Sex Differences

Sex differences are also significant in reading achievement. The fact that girls develop more rapidly than boys is too well-established to belabor further. By the time the girl is in second grade, she is actually a

year older physically than the boy, because she is a year nearer her final development.

In spite of this knowledge of child development which we possess, teachers by and large expect the same reading achievement from boys as from girls and frequently chide the little boys to "sit still," "pay attention," and "learn to read as well as Susan and Sally." This failure to recognize maturational differences amongst boys and girls may be more largely responsible than any other single factor for starting many boys off on the weary road to reading retardation.

Usually about 90 per cent of the severely retarded readers who are sent to reading clinics are boys. Could it be that many boys would profit by having a different curriculum in primary grades? Could it be that tests should have different norms for boys than for girls? Are these new ideas worth considering?

Mass Communication and Reading

Another area of exploration is concerned with the new media of communications, television, especially. This is a challenging frontier and one that evokes fresh ideas in regard to reading.

One new idea is that television be harnessed as an agent for teaching reading. Many schools are now experimenting with television teaching and reading is included among the subjects taught. It is not thought that TV can ever replace the teacher in the classroom, certainly in the primary grades. The teacher must conduct and supervise first-hand experiences; guide discussion, problem-solving, critical evaluation; provide follow-up practice, do testing and remedial work; and many other things requiring his or her personal contact with pupils. It may be, however, that through experimentation we can find certain aspects of reading which can be taught

as effectively or more so by TV. It might be found also that television is just the approach to use in starting some delayed readers on their way to success.

Let's continue to experiment with television. Perhaps this new approach may hold something worthwhile for us in teaching primary reading.

Another word about television and reading. It has been observed that many children develop from television-viewing a tremendous volume of facts which enables them to talk about technical processes, far-away places, and remote times with fluency and sophistication. But I wonder if this is just a veneer lacking in genuineness and depth of understanding. I wonder if it still remains for the school to supply experiences first-hand and vicariously to provide the kernels of meaning lacking in the thin shell of television communication. And if so, does our reading content have a new function to perform in furnishing understanding backgrounds, in helping children to sense the significance of different environments, people, and events, and in grasping their more substantial implications? If so, do we need more primary books couched in natural language expression as used in life and dealing with subjects of more mature interests such as children enjoy viewing on television? If we had such books, television might serve as an interest tickler. Genuine concepts, deeper meanings, clearer concepts could then be developed through reading and discussing worthwhile context.

Changing Ideas about Reading Materials

And this brings us to a consideration of reading materials. Our ideas concerning basic materials for primary reading instruction are changing. For many years, a series of graded readers was considered basic. At present, the concept of *basic* ma-

terials for teaching primary reading is continuously expanding. There is a trend to embrace primary science books, social studies books, and arithmetic books as materials of *basic* reading instruction. The special subject vocabularies, the specialized nature of the reading content shows up even in the primary grades, and it is as important that children learn to read these specialized vocabularies and that they learn to use the specialized reading skills needed in working with subject-content as it is that they learn to read stories. So all subject material as well as story material is now being considered as *basic* reading material in primary grades.

Furthermore, trade books are rapidly coming into use as basic reading material at the primary level. In the individualized program, trade books usually constitute the largest portion of the material for so-called basic reading. Even the paperback has found its way into some collections of materials to use for basic reading. There are people who are saying that because of our rapidly changing world, perhaps all school books should be printed in paper covers. This would enable us to add new books often as conditions and interests change, and to dispose of the old ones without too great a loss in expenditure.

Undoubtedly, we shall be using many more paperbacks in the future to keep up with the times, even at the primary level. We must keep in mind, however, that each child has three time-dimensions—the past, the present, and the future. While stories and information about the present and future are urgently needed, knowing about the past is a child's cultural heritage and such knowledge provides him with a perspective for evaluating the present and future. Furthermore, insofar as literature is concerned, none of the modern stories can take the place of some of the old classics.

So I would hope that in our enthusiasm for paperbacks we shall continue to find it essentially worthwhile to spend money for some hard-covered books representing the best in bookmanship, containing high-grade paper, excellent typography, beautiful illustrations. Such volumes of dignity and worthwhileness we need in our school collections in order to develop attitudes of respect for and appreciation of really good books.

Individualized Instruction—A New Method

Individualized instruction in reading is a new application of an old idea which holds much promise in meeting many problems that are troubling us. Some years back a great deal was written about "individual instruction" in reading which was being tried out in several places. According to this plan each child read assignments of increasing difficulty as rapidly as he personally could do them. "Individualized" instruction is different. Its chief characteristic is not just a matter of varying a daily dosage in terms of individual capacity. This new concept combines and ties up in one package much of the information revealed by recent studies of child psychology. According to this plan reading proceeds as a result of the child's own drive. It is *self-propelled*. He *seeks* that which interests him, *selects* that which satisfies him and works at his own *pace*. According to Willard Olsen, *seeking, self-selection, and pacing*, are fundamental concepts in child development.

From the standpoint of the mental hygienists, individualized instruction relieves tensions to meet grade standards, avoids frustrations arising from failure to read as much or as well as others in a group, removes the stigma of being "behind in reading." All of this pays rewarding dividends in mental health, they say.

Just what is this plan? How does it work in the classroom? There is no one set plan for teaching individualized reading. In teaching individualized reading, the teacher varies her program from day to day. The general procedure, however, runs something like this:

1. The teacher checks the reading ability level of each child in her classroom.
2. She assembles all the books that she can get her hands on, largely trade books but not excluding attractive primers, readers, and subject books from different series. In addition to exhausting the school collection she invites the children to bring in books from home and from the public library.
3. Each child selects a story or a book that he wants to read. The teacher sits in one corner of the room usually as each child comes and reads to her. As he does so, she notes his individual needs, and gives him help on these needs. Finally, she writes down what the child is reading, his needs and strengths on his record card. This individual conference usually takes from 3 to 10 minutes. Then another individual conference is held, and so on.
4. If several children need help on the same skills, they are called together in a group for such help. If several are reading the same story they may come together as a group for reading and discussion.

I have very briefly described how the individualized instruction plan works. This new approach to teaching primary reading has its advantages and disadvantages, but withal it has much promise for the future in serving as one part but not constituting all of the instructional program.

New Emphasis on the Thinking Processes

I should like now to pass on to some new practices in regard to *thinking and reading*. Development of the *thinking* process in young children is receiving much more attention now than formerly. Recent researches in the field of early childhood are stimulating fresh approaches in this direction. The depth studies of Wamm² reveal that even at three and four years of age children *think* during most of their waking hours. They classify within their limits, they make discriminations and differentiations, they generalize insofar as they can, they integrate information to higher levels, they test their learnings on others. All of these types of thinking they do in trying to make sense out of this world in which they find themselves. Studies at Ohio University³ are revealing that first-and-second-grade children when freed of dealing with the new language of *number symbols* can reason far beyond our usual expectations of them. Studies of Huck,⁴ Navarra,⁵ and others of what children know when they come to school are increasing and are revealing astonishing amounts of information. Masland, Sarason, and Gladwin⁶ produce evidence to show that even mentally retarded

children *think* and, therefore, there is no reason to confine even their learning experiences to routine drill.

Applied to reading, one of the most promising media for developing thinking is the context embedded in books. Perhaps the only time in the day in which children didn't think in the old program was during the reading period when they were asked such questions as "How many dolls did Mary have?" and the book said "Mary had three dolls;" or "With what was Tom playing?" and the book said, "Tom was playing with his fire-engine." Such questions did not even evoke thinking. They simply asked the child to reproduce the words of the book. There is a strong new emphasis upon the development of the *thinking process* through *discussion of reading context*. In order to call forth thinking on the part of pupils the teacher asks such questions as "Could this have happened?" "Why did Tom say what he did or do what he did?" "How did the other children *feel* when Tom did this?" "What would *you* have done if you had been in Tom's place?" "Why was mother so happy?" "Where do you think this story took place?" "How does this part of the country differ from the part where you live?" "Do you think water was plentiful where Helen lived?" "What makes you think water was scarce there?" and so on.

Questions which stimulate thinking not only provide needed experience in the use of the various mental processes of thinking but they result in worthwhile information, in insights into behavior and its effect upon others, in recognition of different viewpoints, in understanding of human relations. The role of the teacher who asks such questions and guides discussions to continuously higher levels is that of a stimulator of thinking rather than a listener of reading.

²From reports of research conducted by Kenneth Wamm and associates, Teachers College, Columbia University; to be published in the new Putnam series of Depth Studies in Education.

³From studies being conducted at University School, Ohio State University, Columbus, Ohio. Typical is the study by Charlotte S. Huck, *The Nature and Derivation of Young Children's Social Concepts* (Unpublished doctoral dissertation, Northwestern University, 1955). Some of the findings are summarized in Charlotte S. Huck, "Children Learn from Their Culture," *Educational Leadership*, XIII (December 1955), 171-75.

⁴John G. Navarra, *Development of Scientific Concepts in a Young Child* (New York: Bureau of Publications, Teachers College, Columbia University, 1955).

⁵See Richard L. Masland, Seymour B. Sarason, and Thomas Gladwin, *Mental Subnormality: Biological, Psychological, and Cultural Factors* (New York: Basic Books, 1958); also Samuel Kirk, *The Early Education of the Mentally Retarded* (Urbana, Illinois: University of Illinois Press, 1958).

New Concepts of Evaluation

Just a word about *evaluation* of reading achievement which seems to be taking on new forms. For many years, we measured effects of reading instruction formally with standardized tests given at the beginning and end of each semester. We still are doing this and it is desirable to do so, providing the test results are interpreted in terms of the personal equipment, opportunities and abilities of each individual child.

In addition to using *standardized* tests teachers have evaluated each child *informally* each time he has read by answering herself such questions as "Is he able to successfully attack and pronounce more new words by himself?" "Is he growing in ability to answer questions on the content?" "Is he reading with greater fluency?" We are still noting these evidences of growth in the mechanics of reading and it is important that we continue to do so. But *new concepts of evaluation of reading growth* are emerging—concepts which are broader and deeper than those only concerned with mechanics of reading. Many teachers are now evaluating the reading of a pupil not only in noting such items as I have mentioned but also with such concerns as these:

Was this reading experience sufficiently satisfying to aid in developing in this child a sense of personal dignity and worth and achievement?

Have new interests arisen which will lead on to further reading?

Has worthwhile information been acquired from the reading content?

Has the child done some real thinking in connection with the reading content?

Have deeper insights into human living and deeper understandings of human relationships been developed from the im-

port of the content read or from the discussion concerning it?

Is this child increasing his ability to evaluate his own growth in reading?

And certainly in this searching for evidences of child growth the teacher will include the question: "Is he extending and refining the reading skills that he will need in realizing his goals in school, in his life's work, in his recreational pursuits?"

And as for the teacher, herself, in applying the newer ideas, the teacher needs *continuously to evaluate herself* in new ways. She needs to search intensively for the answers to such questions as these:

Am I *deepening my own insights* in regard to the total growth of each child as well as his reading growth?

Am I providing reading experiences which are simple and interesting enough to be *satisfying* but difficult enough in learning elements to enable *each one* to stretch toward higher realization of his abilities?

Am I willing to permit each child to be his *own* age and to *do* what he is ready to do?

Am I looking for *weaknesses* as well as *strengths* in children's learning to read?

Am I seeking the *causes* of the weaknesses?

Am I improving my *own skills of evaluation*?

Am I frankly acknowledging the fact that some of the child's weaknesses may be due to my teaching?

Am I examining both my strengths and weaknesses objectively, and facing my weaknesses with renewed efforts to improve?

The teacher who evaluates herself continuously in regard to the deeper growths of human beings as well as growth in reading achievement will probably be successful in applying *any* of the new ideas which

are in our midst at the present time or which are likely to develop in the future. She will dare to try new ideas, she will know how to judge their worth, she will be able to adjust them in ways most conducive to growth in the particular children with whom she is working.

Now perhaps it would be appropriate to close by quoting the very old rhyme about the bride's attire.

*Something old, something new
Something gold, something blue*

It may be that we could work out a fresh application of this old rhyme to new ideas for teaching primary reading if we were to think of "gold" as the precious substance of childhood, and "blue" as the firmament toward which all of us are reaching in our fervent search for new ideas and better ways of applying old ones.

GOLDEN ANNIVERSARY CONVENTION

Thursday, November 24

INFORMAL GET-TOGETHER OF ELEMENTARY SECTION

4:00 p.m.-6:00 p.m.

Group discussion and consultant service on teaching problems.

Chairmen:

Muriel Crosby, Wilmington Schools, Delaware, chairman, Elementary Section. Elizabeth Guilfoile, Cincinnati Public Schools.

Consultants:

Marguerite Archer, Prospect Hill School, Pelham, New York—*Written Communication in the Middle Grades*

Joan Carey, University of Florida—*Creative Writing in the Primary School*

Thomas D. Horn, University of Texas—*Issues in Learning to Spell*

Barbara Hartsig, Orange County State College, California—*Written Communication in the Middle Grades*

Harry W. Sartain, Roseville Public Schools, Minnesota—*Individualized Reading*

Ferne Shipley, Kent State University—*Literature for the Young Child*

Carrie Stegall, Holliday Public Schools, Texas—*Creative Writing in the Middle Grades*

Grace Waldron, Glen Rock Public Schools, New Jersey—*Fostering Readiness for Reading*

Individualized and Group Type Directed Reading Instruction

As long ago as 1888 educators were vehemently denouncing the lock-step method of instruction. Lock-step meant that all pupils in a class, as one, were required to move forward as the same rate, in the same book, mastering the same amount of material to the same degree of thoroughness. Preston Search who was strongly opposed to the lock-step practices was hailed as the first voice in America to be raised in protest (10).

Today, in most instances the whole class lock-step pattern has been broken. Now the common practice is to organize a class into three groups. Stewart in a study of 120 school systems reported that the consistent practice at the primary level was to have three groups, and that many of the schools had two or more groups at the intermediate level (8).

What has happened, though, in all too many instances where children are grouped for reading instruction is to commit the same lockstep errors on a group basis as were previously committed on a whole-class basis. Frequently children are put in groups, and regardless of the label used, are known as "poor," "average," and "good" readers. A pupil is usually so classified at the first-grade level and is so passed on from year to year and is seldom, if ever, reclassified.

To a degree the shortcomings of any form of lockstep procedures were recognized and criticized in the *Twenty-Fourth Yearbook of the National Society for the Study of Education, Part II, "Adapting the Schools of Individual Differences."* The basic intent for the breaking of the lock-step was stated there as "the individualiza-

tion of instruction." It was pointed out that individuals must be given an opportunity to follow their own tastes. Then, being social-minded, they will want to discuss what they read and profit by the discussion. It was also pointed out that small groups, spontaneously formed, were best to stimulate the turning over of ideas in the mind, of seeing their significance and relationships, and otherwise digesting and assimilating them. To accomplish this kind of classroom organization and directing of learning, teaching would need to be vigorous, inspiring, and highminded.

In Part I of the *Twenty-Fourth Yearbook*, the Committee on Reading explains that, if reading instruction is to develop desirable attitudes, habits, and skills, then each teacher must study the needs of her pupils so as to provide appropriate group and individual instruction. What the Committee sought was to have each pupil attain maximum growth with the least amount of wasted effort and the most satisfaction. It recognized two extreme positions: mass instruction, and individual instruction; and it advocated a classroom organization that allowed for both group and individual instruction.

Between the Twenties and the Fifties teachers broke away from the whole-class pattern for reading instruction. Arranging children in a class into three groups became the common practice. In three decades it became evident, though, that what was happening was merely the replacement of a whole-class lockstep with a

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three-group lockstep. The common question asked by teachers was: "What do the pupils in Groups I and II do while I teach Group III?"

Publishers of Basic Readers tried to provide the answers by providing more workbooks. Next, they added two basic books at a level, and today they have reached the "parallel reader" stage. None of this has solved the dilemma! Teachers have discovered that, regardless of the added materials, they still cannot be in three different places at one time.

It seems almost a paradox that, in answer to this challenging three-group, one-teacher circumstance, the movement during the Fifties should be toward complete individualization of instruction. Is it any wonder that teachers with questions about how to handle three groups should revolt? If they are concerned—and they have a right to be—about the handling of three groups, just to think about teaching thirty children individually can be distressing.

A brief review of the circumstances that may have led to the grouping dilemma seems in order. Much of the effort toward grouping resulted from the advent of standardized tests, increased knowledge of individual differences, and the expanding supply of materials. Accordingly, practices were modified so that the good readers could move ahead in a book while the slow ones were allowed to drop behind and move slowly in the same book.

Grouping within the bounds of a basic reader was soon found to be inadequate. So publishers of basic readers provided two books for each grade level beyond First Grade, and five books for First Grade. This in turn led to the practice of bringing into a classroom a supplementary basic reader to be used by the third, or slow group. Now the three groups were provided with materials; but the teachers, rig-

orously following plans outlined in Teachers' Manuals, found themselves trapped even more completely than before. They just could not do the things recommended and meet each group once a day.

For a while teachers tried to get around this time-material barrier by having Groups II and III do workbook activities. The end result was that workbooks were used as "busy" work, since the teacher did not have time to guide or check this work. This misuse was so common that many school administrators forbade the purchase of workbooks.

Next, independent reading of other basic readers was tried, but pupils soon discovered that basic readers were not tradebooks. Bringing other basic readers into a classroom immediately raised questions about the use of basic books that did not have the same grade level designation as the grade in which they were being used. The Supplementary Readers had to be at or below the grade level of a class. Again, administrators protested as they found their book closets filled with six or seven different sets of basic readers.

To pick up the no-workbook slack, the market next became flooded with special Phonetic Skillbooks. And strangely enough, many administrators approved the purchase of these materials even though they refused to buy studybooks planned to parallel a basic reading program.

Is it any wonder that out of all this came two movements—on the one hand, homogeneous grouping on an inter-class basis and the use of one book was practiced (2); and on the other hand, individualized reading instruction. The shortcomings of the whole-class lockstep method with its meager diet and insufficient daily portion does not need to be reviewed again, but the dimensions of group instruction and individualized instruction warrant defining.

Since the early 1920's many studies have been made to determine the quality of performance by individuals and by groups (4). These studies have dealt with groups formed in different ways, from the *ad hoc* group (or just-assembled group) at one end of the continuum to the well-established, traditional group at the other end. The traditional group is here thought of as an organized group with some mutuality of purpose.

Since each pupil is in a class he is always a part of a group. He may be a member of an interacting face-to-face group using the same basic reader. Or, he may be in the non-interacting face-to-face group—the climatized group—as in a class using individualized reading procedures.

As members of a class the pupils are influenced by the membership according to the degree of interaction. In other words, pupils assigned to the same classroom are influenced constantly by one another. Even though each one may be reading a different book; even though the difficulty level of the books used may vary by as much as eight levels of readability; even though the purposes for reading vary from vague, undefined reading for pleasure to specific, clearly-stated question-seeking information—these pupils are not isolated; they are not in solitary. Each child has a fairly good idea of what the other is doing, how well he can read and think, and how responsible he is.

Certainly these children are cooperative. They work together—helping each other clarify purposes, locate materials, handle word-attack needs, deal with comprehension problems, and discuss findings. Certainly there is a spirit of competition. The spirit is different from that in a traditional group situation, and this is to be expected. It is vastly different from the unfortunate circumstance that exists in those classrooms

where pupils are grouped unwisely and inappropriately. In those situations the negative aspects are a pernicious influence and can corrupt and undermine the spirit.

All this is mentioned here to focus attention on the degree of cooperation and of competition that influences a circumstance best defined as "individualized reading instruction" and one best defined as a "group-type directed reading activity." In both situations motivation for reading and purposes accomplished by reading reflect the dynamics of a group as well as the interests and needs of the individual pupil. There is a practical need for specifying these conditions in order to understand how both types of reading activities are interrelated and how both procedures have their legitimate place in a sound reading program and are complementary rather than contradictory, as was pointed out in the *Twenty-Fourth Yearbook*. This is why the definition of individualized reading that is perhaps most widely quoted has specific significance. May Lazar says (3).

Individualized reading is a way of thinking about reading—an attitude toward the place of reading in the total curriculum, toward the materials and methods used, and toward the child's developmental needs. It is not a single method or technique but a broader way of thinking about reading which involves newer concepts concerned with class organization, materials, and the approach to the individual child. The term Individualized Reading is by no means fully descriptive, but for want of a better term most proponents of this approach continue to use it.

This definition does not present a panacea or a skewed emphasis. It does not offer a quick and simple solution to a complex problem. Rather, it reflects the insights and creative efforts of qualified, dedicated teachers. The teaching of reading requires a dynamic approach—one that breaks sharply with the piecemeal, memoriter, story-parrotting, non-thinking approach so

soundly condemned by each National Committee on Reading since 1924.

An attitude toward the function of reading predicated on pertinent findings in the basic human sciences is difficult to quarrel with. As Laura Zirbes says:

If we are sensitive to developmental needs we look at reading differently and go at it differently. We go at it as creative guidance. The materials are not subject matter. They are resources we use (11, pp. 166-167).

What are the boundaries of the two approaches? It seems best to define the group-type activity boundaries first because teachers are more familiar with grouping. Boundaries of a group-type directed reading activity are:

1. Pupils are grouped for instruction on the basis of reading appraisals that have placed them at about the same instructional level.
2. All pupils in a group read the same basic reader story at the same time under teacher direction.
3. Purposes for reading are declared by the pupils. At times all may read to accomplish the same purpose. At times each may have individual purposes. At times two or three in the group may have the same purposes. In the group rests the authority to discipline each pupil's conjectures by reference to the facts at hand in the story. Each pupil is encouraged to have the strength of his convictions until proven right or wrong.
4. The purposes declared reflect the pupil's ability to use information provided by the total story context to conjecture, to reason, and to evaluate. The purposes also reflect each pupil's ability to make discriminate use of his experiences, interests, and language abilities.
5. Answers found are reported to and discussed with the group. Again, with the group rests the authority to accept or re-

ject. Lines in the story may be read orally to the group to prove points.

6. The teacher directs the reading-thinking process by use of provocative queries such as "Why do you think so?" "What do you think will happen next?" She stands by during the silent reading to give help as requested with word-attack needs and in clarifying meanings. She does not teach so-called new words or concepts in isolation before a story is read. Since she is using material that is structured according to controls of vocabulary, new concepts, and interests, she allows her pupils to put to work the word-attack skills and the comprehension skills that they know. One of the chief reasons why basic readers are carefully structured is to permit pupils to use skills learned in a situation where the demands of the material will not frustrate them.

7. Fundamental skill training in word attack and in comprehension is provided as prepared in a systematized studybook program. Some pupils do all of the activities; some do most of them; some do only a few.

8. Additional skill activities are suggested in an accompanying manual. In addition, the manual defines a variety of methods for directing the reading-thinking process for each story.

9. Recommendations are given in the manual for related follow-up activities subsequent to the reading of the story.

10. Other stories are recommended to be read either in school or at home.

Items 3 to 6 differ sharply from those commonly practiced where basic readers are used. During the past three decades teachers have had foisted upon them such malpractices as: motivating the reading of a story by telling part of the story; explaining to pupils that the story to be read is a surprise story; asking pupils to read to see what Tom or Dick or Harry said; saying

that the first sentence on the next page will tell what happened and when it happened; telling children that "today's story is about a merry-go-round," showing pictures of a merry-go-round and telling how people get off and on and ride horses that go up and down. This is the kind of pabulum which results in teaching and reading that becomes "uncreative by responding to requirements, following directions, and waiting to be told what to do" (11, p. xxii). This kind of intellectual stripping down in the erroneous belief that children cannot think has foisted on teachers and in turn on children a "waiting to be told," and a "rote parroting" attitude and performance. Whereas, quite to the contrary, creative teaching of reading is intended to direct children to think about implications, to consider their ideas and test them as they read and think, and to realize that reading is a continuous and creative process.

Children bring with them to school many concepts and opinions that can be used while reading. What is required is that the teacher direct reading as a thinking process in order that the children may put to work their experiences, and make comparisons and judgments. This means that children must be taught to reflect over relevant antecedent events from their own experiences so that they may set their own purposes for reading, reason while reading, and subsequently accept or reject what they find as proof for their conjectures. This way of directing reading teaches children to take full advantage of past learning while reading to accomplish the new purposes before them now (7).

In a group situation the children benefit from shared experiences, estimates, and predictions—as each one reads the same selection or story. This permits each member of a group to compare his predictions with those of others to see how different members manipulated story information in

order to predict, to compare his conclusions with those reached by others, to evaluate the skills he has used and note whether or not others used the same skills and why, and to scrutinize the way others extended and refined concepts and generalizations gained through the reading. Furthermore, in a group where all deal with the same material, authority for the acceptance of proof rests with the group as well as with the teacher. Each member serves as an auditor, examining and weighing proofs and conclusions presented—frequently by oral rereading (10).

The boundaries of an individualized-type directed reading activity are as follows:

1. Primarily, pupils are not placed in traditional groups. Each pupil is free to work without interruption in order to pursue an interest. Two, three, or more may work together to pursue the same interest.

2. The materials read are in a large measure self-selected. Included for selection are textbooks in other curriculum areas which give sufficient facts and skills, trade books, basic readers, newspapers, and magazines at different degrees of complexity.

3. Purposes for reading are largely self-declared and reflect each pupil's interests, abilities, and needs. Purposes may vary from vague, undefined desires for reading fiction, to specifically declared goals requiring versatility in rate adjustment such as when reading to skim, to scan, or to study.

4. In dealing with answers self-responsibility and reliance are as essential as they were in declaring purposes. However, a completely self-reliant pupil would certainly be a rare person. Individuals are social minded. They want to discuss what they read and to profit by the discussion; they want to share with others.

So the group or class may often serve as judge or critic while the reader defends

and supports his answers. Lines may be read orally to prove points. Papers and talks may be prepared to substantiate claims.

5. The teacher is constantly available to give help as requested in attacking words not recognized at sight, and in clearing comprehension needs.

6. Skill training is provided as needed by using either teacher prepared materials, studybooks designed to accompany basic readers, and other skill books. Pupils with similar needs may be grouped for instruction. They may meet as a group for two or three periods or for three or four weeks.

7. Pupil as well as teacher records are kept of reading done, purposes accomplished, and needs declared and resolved. Pupil schedules are maintained.

8. Teacher pacing is done to direct each child to locate materials in keeping with his interests and skills, to develop purposes that are clearly defined, to organize knowledge gained, to appraise understandings gained, to adequately share with others, to provide needed skill training, to foster new interests in wide reading. All this must be done at a tempo that will assure a maximum amount of success and a minimum amount of frustration.

Even this specific defining of boundaries shows that there is a great deal of overlap between the two approaches. Group-directed activities stimulate a great deal of individual thinking and reading and reasoning. Individualized activities include a lot of group work. Each has elements of strength and weakness (5).

It is also readily recognizable that when reading instruction is individualized, teaching does not need to deteriorate to the point at which it deals only with the whims and fancies of ordinary life, so that learning becomes undirected and unmethodic. Quite to the contrary, teaching reflects

knowledge of the results of research and investigation into child growth and development, knowledge about how in many ways reading is synonymous with thinking, and knowledge of what is available for children to read.

For a child to behave as an individual and yet respect the rights and comforts of the other members of the class, he must view his reading performance as having a place among the reading patterns of the other children. There must be some controls over each pupil's reading performance and that of the entire class which result in a system sound enough to maintain an orderliness and stability of expectation.

Rules must be developed that encourage some behavior patterns and inhibit others. Controls must be developed so that each pupil learns to exercise some authority over himself and also feels responsible for the making of the rules.

The spirit motivating the room must be such that the success of one pupil in the class is gratifying to all and that the failure of one pupil results in a let-down feeling in the others. The spirit of class unity must be strong. Each pupil must show respect for the purposes, values, and actions of every other pupil.

As first some pupils may find it difficult to assume responsibility and to participate in group action. They may be passive and acquiescing; they may be aimless, or they may display anger or frustration. For these pupils both the teacher and the class must feel a responsibility. Above all, though, controls must be exercised in so humane a way that a pupil's willingness to express himself and to participate in group actions will not be inhibited. He must not necessarily be joined with others in pursuing an area of interest or need but, rather, he must be led to recognize and pursue his own interests and needs.

Certainly skills are taught and maintained during self-selection time. This is not an undirected, unmethodic time. Some of the skills accomplished are:

1. Locating materials. Pupils need to learn not only where different materials are located but also how to use them. They must learn where such materials are kept as: textbooks, tradebooks, magazines, encyclopedias, dictionaries, newspapers.

2. Identifying and declaring likes and dislikes and purposes.

3. Searching persistently for answers and being resourceful.

4. Distinguishing between reading just for fun and reading to learn.

5. Reading extensively and intensively.

6. Acquiring concepts through the use of context clues, a glossary, and a dictionary.

7. Extending and refining concepts by means of encyclopedias, textbooks, periodicals, pictures, films, and consulting specialists.

8. Assembling and organizing information for oral and written reports.

9. Keeping records.

10. Using word-attack skills when dealing with material in which the vocabulary and concept burden are not controlled as they are in a basic reader.

11. Knowing how and when to share ideas learned.

12. Learning how to listen attentively and to ask questions.

13. Using wisely leisure to think and reflect.

It is recommended, then, that a modified basic reader approach be used. To do this effectively one must, first, drop the notion that a basic reader program in and of itself is final and sacred. It is not. Second, one must drop the notion that time can be equated with equality. Not every group must be met every day for the same length of time. Third, the idea that a basic book

recommended for a grade level must be "finished" by all pupils in a grade before they can be promoted must be discarded. Fourth, teaching reading as a *memoriter* process by presenting new words in advance of the reading and then having pupils tell back the story must be stopped. If reading is taught as a thinking process, even short basic-reader stories will be read with enthusiasm.

Fifth, one of the major comments made by pupils taught in classes where instruction has been individualized is: "At last reading is interesting. Now we enjoy reading" (3). Such comments are severe indictments of what has been happening as a result of the misuse of basic readers. So teachers must be sure to provide many books and to allow children to make their own selections.

Sixth, effective skills of word attack must be taught. Basic reading books do not provide for such skill training; neither do trade books. Such skills are presented in detail only when studybooks or workbooks are well organized. The studybooks designed to parallel the basic reader programs should be used and the skills should be taught systematically. Teachers' manuals do not provide all the needed activities for skill training. Teachers' manuals are not studybooks.

Seventh, the reading program should be divided so as to allow about half of the time for each approach—a basic reader program and an individualized program. This might be done by using the group approach with basic readers for a week or two, and then the individualized or self-selection approach for a similar period of time. Where a pupil is free to select day after day for two or three weeks, he is almost forced to examine his interests and decide more carefully about what he wants to do.

The reasons for these recommendations might be summarized as follows:

1. A modified basic reader approach allows for the use of basic readers designed to develop reading-thinking skills in a group situation. The individualized reading program allows for seeking, self-selection, and pacing—with a library as the source of materials.

2. Both group and individualized reading activities provide different classroom organization. Self-selection time requires resourceful teacher-pupil planning. Structured basic reader programs provide compact, organized, systematized plans.

3. Pupil motives for reading can be activated and honored differently in both situations. Both set the stage differently so that pupils encounter reading experiences promoted by varied ideas, by varied organization of ideas, and by different materials.

4. Different skills are taught in each. The basic reader material provides the vehicle for training in purpose setting, hypothesizing, examining the facts, reaching relevant conclusions; in versatility in reading, in systematically checking comprehension and work-attack skills. Self-selection time provides training in the resourceful use of skills acquired in group-directed activities as well as in the refinement and extensions of skills acquired when performing individually.

In conclusion, the philosophy of the modified basic reader approach might be referred to as Sir Russell Brain speaks about his philosophy when he says (1):

Philosophies illustrate the fairy story of the Emperor's clothes in reverse. The philosophy claims to be naked—the naked truth—but the eye of a child sees it to be wearing the oddest collection of old clothes, some inherited from the past, and some painstakingly made by the philosopher, like a caddis-worm, from such materials as he happened to have at hand. Indeed, we may come to the conclusion that the important thing about truth is not that it should be naked, but what clothes suit it best, and whether it should not sometimes dress up for special occasions.

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Beginning a New Year

The beginning of a new year should remind us once again of the obligation which accompanies the privilege of being an elementary school teacher. We must always remember that it is our duty to develop the many capabilities of each child to the fullest extent possible. Certainly if we adhere to this philosophy, our year will be busier and harder than last, but it will also be happier and fuller. And in the end, the reward of teaching is not the memory of days easy and serene; the true reward lies in the recollection of eyes bright with achievement.

The most important re-definition of our role which we must make at the beginning of each year is that we are teachers of children and not of grades. The division of elementary school into grades is at best extremely arbitrary. Experienced teachers recognize, and the new teacher will soon discover, that grades overlap; in any unselected class of children will be boys and girls who by many of the criteria of learning are misplaced. On the one hand is a girl, who, except for age and physical development, is more advanced than the other children in the class. On the other hand is a boy who, except for the same criteria, is less advanced than the other children in the class. In both cases, these children are by some criteria misplaced, but they would be more misplaced if they were moved to another grade. Thus, we can see that we must teach the child, for the grade does not exist.

It follows, then, that we must take the child where he is. But where is he? By

observation we know that some of the children in the new class are good readers, writers, and cipherers. By the same token, we see that others are not adept at these skills. We do not really know with any exactness, though, the grade level of a single child in the room if we depend only upon our own observation.

So we decide to turn to other sources of information. We look at last year's report cards, and even if we grant infallibility to the teachers, perhaps a half dozen in number, from whose classes our new pupils come, what will we do about the children in our class who are entering the school system for the first time? Even if we had reports from last year for every child in the class, would we really know much? Standards vary and so do emphases. To one teacher who provided us with children, well-spoken oral reading may have received the most emphasis. But can we assume that her "A" children in reading comprehend what they are vocalizing? Or another teacher may have stressed memorization of states and capitals in geography, but can we assume that her children were taught to read maps?

We can see, then, that there is a need for a more accurate scholastic history from which we can derive information about our new class. In many school systems this information is available; in a child's permanent folder will be the reports of standardized tests ranging from readiness tests through intelligence tests to year achievement tests. If we are lucky enough to teach in such a system, our job is easier; we need only to participate in the testing program with an understanding of its value and to utilize the information gained from the

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tests. If we do not teach in a system which has a testing program, it is our responsibility to suggest that one be established and, further, to lead the way by administering standardized tests in our own classroom upon our own initiative. In many instances there will be money available for the purchase of tests; in other instances the P-TA mothers of the class can be invited to participate in the raising of funds for tests. Since many tests come packaged in groups of thirty-five, one package of each test would be sufficient for most classes. Too, many tests are now printed in non-consumable editions, so it would be possible to continue to use the tests yearly. The cost of the testing program in its initial year should not be more than ten to fifteen dollars per room.

Before we embark upon a testing program, though, we need to consider the tests to be utilized and the information to be gained from each. If no intelligence scores are available, we want, of course, to administer a group non-verbal intelligence test. Only from a test of this type can we begin to evaluate the capacity of our students. Moreover, a group intelligence score can often help us select members of the class who should be referred to the administration as tentative members of the extreme groups in the range of intelligence, the bright and the slow-learners. Next, we would want to administer a standardized achievement test, such as the Stanford or Metropolitan or California. These tests tell us roughly the level of achievement of each child in our class in such areas as paragraph comprehension, vocabulary comprehension, arithmetic reasoning, arithmetic computation, language, and spelling. With information of this nature we can begin to consider the needs of the individual child.

But an intelligence test and an achievement test are not enough to constitute a comprehensive testing program. To those

two tests we should add two other types of measuring instruments. The first additional test should be a diagnostic reading test such as the Developmental Reading Test. Certainly we recognize that almost all learning in the elementary grades is based upon the foundation of reading. If our children cannot read they cannot begin to grasp thoroughly their geography, history, science, and even arithmetic. Consequently, we need a test which will tell us specifically the areas of reading in which our students need help. The second additional test should be a study skills test such as the Iowa Every Pupil Work-Study Skills Test, which measures the skills of map reading, use of the index, use of references, use of the dictionary, and alphabetization. The value of this type of information should not have to be explained.

Thus we see that our testing program should include at least four different types of tests. The administration and scoring of the tests, however, do not in themselves complete a testing program, albeit many programs end at this point. An effective program must include an analysis of the test results and a translation of the knowledge gained about each student and the class as a whole into productive teaching.

How can we perform this translation? The answer to this question should provide us with the basic reality of elementary teaching. We must teach skills to individuals, not content to classes. Achievement tests, diagnostic reading tests, and study skills tests are designed to provide a means of discovering the level of mastery of skills and concepts necessary for the best elementary learning. We are given, also, in the manuals of these tests tables of norms which allow us to find the grade levels of our students and compare them with each other and the national norm. Further, some tests, for example the Developmental Reading Test and the Iowa Every Pupil Work-

Study Skills Test, offer suggestions about the remediation of difficulties discovered by the interpretation of the test results. From the Developmental Reading Test we may find that many of our pupils have not yet mastered their blends. Is there a better place to begin individualized teaching? From the Iowa test we may find that even our better students do not know enough about their dictionaries to use them properly and effectively. Is there a better place to begin generalized teaching?

Suppose, however, that these tests reveal that there are pupils in the class who have mastered the skills mentioned in the last paragraph? Should they be required to participate in remedial work? We know that the answer to this question is negative. Is this not, then, the opportunity for supplementary work for these better prepared

students? The answer to this question, we know, is positive.

So we return to the statement made earlier in this article: we do not, in reality, teach a grade. We teach a group of individuals in a classroom. A standardized test will reveal to us that we may perhaps have a range of eight grade levels in that single classroom. A series of tests such as have been suggested will demonstrate that different pupils have mastered different skills in different degrees. We must use our textbooks to give us continuity in the classroom, but we should use the knowledge gained from tests to help us plan remedial and supplemental exercises. And until we recognize the need for remedial and supplemental exercises, we are still laboring under the fallacy that we teach a grade.

GOLDEN ANNIVERSARY CONVENTION

FRIDAY NOON, NOVEMBER 25

Luncheon Sessions—12:15 p.m.

1. *Books for Children*: A luncheon for librarians and teachers in elementary and secondary schools. Authors of children's books will be guests.

Presiding: Helen K. Mackintosh, United States Office of Education

Speaker: "Fifty Years of Children's Books," Dora V. Smith, University of Minnesota

Interviews with authors: Conducted by Ruth Tooze

Research and Comment

HANDWRITING—THE NEGLECTED “R”

Of the original “Three R’s,” handwriting has been the area of instruction least often subjected to critical study and exploration. In fact, this subject-matter area was practically ignored by researchers prior to the introduction of the highly popular English “print-script” to schools in New York and Boston in 1921.¹ However, when this problematical alternative to the established use of cursive handwriting arose in the United States, the ensuing controversy resulted in a number of handwriting studies.

The results of these studies were meager and inconclusive, but, through them, educators became aware that the manuscript style of handwriting held certain advantages for the six- and seven-year-old child; so schools gradually adopted the change-over system of handwriting instruction wherein a transfer from the manuscript to the cursive style of writing was effected at some level of primary education. Freeman² reported in a recent survey that approximately eighty-five per cent of our elementary children are currently making this transfer.

Such a duality of learning and performance is almost unknown in the areas of reading and arithmetic where the first learnings are simply reinforced and broadened through subsequent training rather than altered and changed as in the area of handwriting.

However, this dual program in handwriting instruction seems to have been ac-

cepted by educators almost without question, for no more than one or two research studies dealing with the transitional aspect of handwriting instruction have been reported within the past two decades. However, a study³ recently completed by this investigator provides data which support the premise that it is more difficult for a person to master two sets of handwriting symbols than it is for him to perfect one set—whether that set be manuscript or cursive in style.

For many children who apparently encounter little or no difficulty at the time of transition this duality of learning and performance in handwriting appears to create few problems. However, those of us who have been primary teachers for any length of time are aware that children vary considerably in their ability to make the transition from one handwriting style to another and that some children experience considerable loss in handwriting facility during the transitional period.

Personal observation has led this author to conclude that it is the boys who are more likely to experience difficulty in developing a legible and fluent cursive style of handwriting. Indeed, a few boys known to the author have persisted in clinging to the manuscript style of writing long after their classmates have succeeded in completing the transition. Are such boys being “stubborn and contrary” or are there reasons for their behavior?

¹Thelma G. Voorhis, *The Relative Merits of Cursive and Manuscript Writing*. New York: Bureau of Publications, Teachers College, 1931. 58 pp.

²Frank N. Freeman, “The Transition from Manuscript to Cursive Writing,” *Elementary English* (October, 1958), pp. 366-72.

³Elaine M. Templin, *Comparative Study of the Legibility of Handwriting of 454 Adults Trained in Three Handwriting Styles: All Manuscript, All Cursive, or Manuscript-Cursive*. (Unpublished Doctor’s thesis, New York University, 1958).

Recently gathered data seem to indicate that such behavior may be reasonable—even justified—because the aforementioned study provides several indications that manuscript writing holds certain unknown advantages of performance for adult males. It seems probable that these same advantages, or similar ones, exist for boys in the elementary grades.

The author's findings indicated that most males, once exposed to the manuscript style of handwriting—whether in elementary school, or through mechanical drawing, art or drafting classes—continue to make use of it in their adult lives. For example, sixty-one per cent of the male change-over population, thirty-six per cent of the male cursive population, and all but twenty-seven per cent of the male manuscript population used manuscript writing to complete one or both of their survey instruments. Four of the respondents from the all-cursive population indicated they had learned to do manuscript writing without school training but did not indicate their reasons for having changed handwriting styles. One indicated he had begun to teach himself manuscript in the seventh grade while another said he had made the change as a senior in college.

The male professional and white collar workers trained only in the manuscript handwriting program averaged more writing by hand per week than did any other group of workers, either male or female. Ranking second, in terms of the amount of handwritten material each averaged per week, were the female professional and white collar workers trained only in the cursive handwriting program.

These data and observations, although limited in scope, lead this author to question the efficacy of our present dual system of handwriting instruction. For, if adults who have been trained in two handwriting

styles are, as recent findings seem to indicate, less fluent and less legible writers than are those trained in a single handwriting style, it would seem advisable for educators to give serious consideration to the possibility of revising our present handwriting instructional program so as to provide for the learning and mastery of a single style of handwriting.

However, if educators persist in retaining the transitional type of handwriting instruction that has become so widely accepted by school systems throughout our country during the past two decades, it would seem advisable for them to determine the age at which the least damage to handwriting habits occurs.

At the present time, according to Freeman's survey,⁴ some thirty-five per cent of our school systems effect the transfer in the latter half of the second grade; nearly forty-seven per cent make the transition during the first half of the third grade; while twelve and one-half per cent postpone the transition until the latter half of the third grade. The remaining six per cent of Freeman's respondents indicated that they made the transition either in the first grade, somewhere between fourth and sixth grade, or not at all (two large systems reported retaining the manuscript style of writing throughout all twelve grades). Obviously, these data lead us to conclude that the current trend is to make the transition during the third grade.

Since research has yet to determine which age is best for the transfer as well as the ways in which a particular age may be better than another, it is obvious that the observed trend cannot be based on statistical evidence. Therefore, one cannot help wondering whether educators may not be guilty of practicing the art of conformity—the doing of what others do without ques-

⁴Freeman, *op. cit.*, p. 367.

tioning whether it is right or wrong—much as a small boy steps into a puddle simply because he saw his big brother do it first.

However, if tradition demands a continuance of the dual program of handwriting instruction, it would seem advisable for educators to urge that more careful guidance and more thorough instruction be provided during the period of change-over, for it is at this level where our youth are most likely to become handwriting cripples. Yet it is here that the greater laxity in handwriting instruction seems to occur, for many teachers and pupils appear to view the transition as a nuisance as well as a necessity. In addition, many of them seem to believe that the cursive style of handwriting can be acquired quickly and easily since the pupils already know how to write.

Nothing could be farther from the truth. A child's ability to reproduce the manuscript symbols does not preclude his need to practice and to master the cursive symbols when they are introduced to him. Nor does the child's previously acquired skill relieve his teacher of the need to provide him with careful guidance when he begins the change-over from manuscript to cursive.

That our schools have been failing to equip our youth with adequate handwriting skill is evinced by the fact that business firms in recent years have been expending large sums of money for the employment of specialized personnel to teach handwriting to persons whose occupations necessitate clarity in records that cannot be typed. Many firms have given their employees training in block-letter printing; others have provided instruction in a streamlined cursive, believed to eliminate many of the letter formations that tend to cause illegibility; while others have permitted their employees to retain their own handwriting style, with stress on legibility.

American business firms are said to have lost more than \$70,000,000 in 1954 as the result of illegible handwriting.⁵ Robert O'Brien, recently reiterating the problem in separate publications,⁶ estimated that commercial errors due to illegible penmanship are costing United States businessmen approximately a million dollars a week in scrambled orders, lost time, missent deliveries, clerical mistakes, and other forms of inefficiency.

It would appear, almost, as if educators are championing the "Model T" in an age of jets. For, in an era of efficiency and streamlining, of science and automation, educators continue to bow to community pressures which require them to use handwriting instructional methods that are cumbersome, that require a duplication of teaching, and that, to all appearances, are ineffective.

The types and amounts of handwriting instruction provided elementary children at the present time seem to be based largely upon custom and public preferences, for there is little scientific evidence available concerning either the handwriting style that provides the most lasting handwriting skill or the more practicable methods of guidance in this basic area of instruction.

It would seem, then, that both students and teachers are spending untold hours daily in the learning and utilization of a skill that is proving ineffective and about which educators are woefully uninformed. It may be, even as Cole⁷ suggested, "that handwriting is the worst taught, most neg-

⁵Albert G. Frost, "Poor Penmanship Costs Money," *Nation's Business*, 43 (April, 1955), p. 101.

⁶Robert O'Brien, "Can You Read What You Write?" *The Reader's Digest* (August, 1959), pp. 222-26; "The Moving Finger Writes—But Who Can Read It?" *Saturday Review* (July 18, 1959), pp. 8-10, 39.

⁷Luella Cole, "Heresy in Handwriting," *Elementary School Journal*, 38 (April, 1938), pp. 606-18.

lected, and least understood subject in elementary school.”⁸

Handwriting ought to be, as it once was, a badge of education—admired and respected for its legibility and pleasing appearance. The time has come for educators to give more careful consideration to this aspect of elementary education, and,

through research, to determine the types, amounts of practice, and variations in handwriting instructional programs that will assure our youth of the highest degree of skill and efficiency attainable with a reasonable expenditure of time and effort on the part of teachers and students. The middle “R” has been neglected long enough!

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⁸*Ibid.*, p. 606.

A FUNCTIONAL LANGUAGE PROGRAM IN A SIXTH GRADE

For some time the writer had become increasingly aware of the lack of correlation between the high scores made by sixth grade pupils on standardized language achievement tests and the ability of the same pupils to express their own thoughts correctly. The pupils were skilled at filling in blanks with correct response, but they transferred very little of that knowledge to the expression of their own thoughts. They could recall what they had learned, but they could not apply the knowledge. Further study showed the inability of pupils to express their own thoughts was not limited to elementary students alone. Much has been written about the college student who has never learned to observe the basic principles of expression of thought.

If the aim of language instruction is to teach pupils to fill in blanks, recognize errors in punctuation in artificial situations, and to underline correct form, there can be no doubt that the public school system is employing a good method of language instruction. If, on the other hand, the purpose of the language program is to teach children to express their thoughts, both in oral and written form, in an acceptable manner, the language program has fallen far short of its goal. A survey of the aims of the sixth grade language course of study

indicates that the results of language instruction are incompatible with the aims. The aims and goals are valid; the difficulty must be found elsewhere.

This conclusion led to a study of the language text used in the sixth grade in New Orleans. Slightly more than one-third of the language periods in the school year were devoted to underlining and identifying the parts of speech and the subject and predicate. Most authorities agree that technical grammar, such as the structural analysis of sentences, should be introduced after pupils have had an opportunity to gain an understanding of functional grammar. In the New Orleans elementary schools structural analysis made up 8.5 per cent of the fourth grade instruction, 18.0 per cent of the fifth grade instruction, and 36.0 per cent of the sixth grade instruction. Structural analysis was being taught concomitantly with functional language, and, judging from the results of the achievement tests, taught to the detriment of functional language.

Since many students of the language arts program condemned the teaching of parts of speech in the elementary school, the writer proposed to find out if it were possible to teach sixth grade pupils to express

their thoughts correctly without giving them instruction in the identification of the parts of speech or their function in the sentence. It was necessary to organize a functional language program which would incorporate all the skills included in the text and required by the course of study except those skills which dealt with structural analysis. The correlation method of organization was selected primarily because that type of program provided for both the development of language skills as they were needed and the application of the same skills in a variety of ways. Permission to try out the functional language program was granted by the principal of the school and the Department of Instruction. The first year was to serve as a pilot study, and the second year was used to evaluate the program.

The isolated language period was eliminated, and all periods were extended to provide for language instruction. In order to insure systematic instruction to meet individual needs, the writer provided many opportunities for diagnosing strengths and weaknesses. Frequency of error charts were made at regular intervals to determine which skills should be taught on an individual basis and which should be taught to the class as a whole.

Throughout the program ample opportunity was provided for correcting written work, as pupils learn to write not so much from writing a great amount of material as from writing and correcting and rewriting to improve the first writing. Until the pupils learned to proofread their written work, the teacher examined all writing and indicated errors to be corrected. A code of symbols was developed to indicate the type of error in order to help the pupil recognize the nature of his error.

In addition to putting the symbols on the pupils' papers, the teacher either wrote an explanation of certain difficulties or re-

ferred the pupil to the index of the language text. When the papers were returned to the pupils, they were charged with the responsibility of rewriting them correctly. Most of the papers were acceptable after the second writing, but in the instances where they were not, the pupils received more help from the teacher and rewrote until the paper met the standards for written work. Cards for practice were made from the errors on all written work. The cards were kept in a file box in a place in the classroom easily accessible to all pupils. Corrections were put on the back of the cards to enable the pupils to see their own mistakes. The card system was used instead of the workbook, because the needs of the pupils could be satisfied more efficiently and directly by this method.

Certain rules were imposed by the experimenting teacher on herself in carrying out the program. All writing had to arise from a real need of which the pupils were aware. All writing must be carefully corrected by the teacher, who would indicate errors and give either an explanation of the misused skill or a reference to the text concerning it. All papers had to be rewritten correctly by the pupils. The essay test would be preferred to the objective test in all content areas. These tests would be graded for the subject tested, language, spelling, and penmanship.

The pilot study determined that a feasible method of teaching functional language could be worked out. The second year of the study showed that instruction in functional language without structural analysis was a decided factor in the significantly superior achievement of the experimental group over the control group. Evaluation of the experimental program determined that teaching structural analysis to a group of sixth grade pupils did not help these pupils express their thoughts as well as

those who had been taught functional language. Such evidence strongly suggests that the New Orleans elementary schools are not making the best use of the language period in the sixth grade.

It was difficult to evaluate the oral phase of the language program. Any evaluation would have to be based on the opinion of interested and qualified observers. During the years of the experimental program, the sixth grade class was observed frequently by students and instructors from the local universities. Without exception the thing that most impressed the observers was the ability of the class to carry on discussions and evaluate their reports, experiments, and themselves.

Many questions have been asked concerning the transition of the experimental group to the junior high school. The most frequently asked question concerned the ability of the pupils to understand grammar and syntax in the seventh grade. All reports from the pupils themselves indicate that they have no more trouble with grammar

than the other seventh grade pupils, but they have less difficulty with outlining and writing than do the others. Twenty of the experimental group enrolled at the same junior high school. Fifty per cent of that number made the honor roll.

Until a test is devised to measure poise, confidence, and organization of thought as affected by a certain method of teaching, the evaluation of these qualities, too, must be based on the opinions of the visitors to the classroom during the years of study. These opinions indicate that a worthwhile change from the expected behavior pattern of sixth grade children had taken place.

In spite of the lack of objective evidence on every phase of the language program, this study clearly shows that the pupils who were taught functional language were significantly superior to those taught in the conventional way in fluent and correct written expression. Re-evaluation of the structural analysis method and continued experimentation with functional language teaching on a broader scale are suggested.

MEAN SCORES OF 19 MATCHED PAIRS OF
SIXTH GRADE PUPILS ON TEACHER-MADE
COMPREHENSIVE TEST

TEST	MEAN SCORES		DIFFERENCE IN MEANS	S. E. DIFF.	t SCORE
	GROUP A	GROUP B			
1. Self-expression (ratio of words to 1 error)	71.6	17.6	54.0	19.9	2.71*
2. Errors in usage (filling in blanks)	4.05	4.42	.37	1.05	.35
3. Errors in underlining subject and predicate	5.16	5.58	.47	.65	.72
4. Errors in comparison	4.16	2.00	2.16	.48	4.50*
5. Errors in identifying parts of speech	16.92	9.10	7.82	1.74	1.04
6. Scale of Evaluation (4—Excellent; 1—Poor)	3.48	2.57	.91	.32	2.84*

*Significant at the 1 per cent level. Group A designates the experimental group. Group BC designates the control group.

Marie Marcus,
Bienville School, New Orleans,
and supervising teacher,
Newcomb College, affiliate of
Tulane University.

DR. WITTY'S SUMMARY ON INDIVIDUALIZED READING

Dr. Paul Witty's summary and evaluation of the published research on individualized reading in the October, 1959, issue of *Elementary English* is insufficient and inadequate.

Item. Only a small fraction of the studies that report the reading achievement accomplished through individualized reading were reported upon. The present writer has gathered over fifty published reports of individualized reading that indicate that normal or above normal gains in reading achievement were realized by the use of this method. To be fair, this mass of counterevidence must be seen in contrast to the less than handful of reports indicating the failings of the method to develop reading achievement. Dr. Witty quotes only one study that suggests that children under individualized reading will learn to read at a slower pace than children under group instruction. He makes an oblique reference to other experiments which have demonstrated the value of group instruction over individualized reading instruction. What are these "other experiments"? The present writer has read exhaustively in this field without finding them. Regardless of the existence or non-existence of these "other studies," Dr. Witty should not expect his readers to disavow individualized reading on the basis of one reported experimental study.

Item. The implication is made in Dr. Witty's summary that, unless individualized reading can make greater gains in reading than could be expected normally, the method somehow has not proved its value and, therefore, should not be used as the dominant method of teaching reading. Advocates of individualized reading, on the other hand, insist that, if through this

method normal gains in reading achievement are possible, the additional benefits that result from its use are overwhelming reasons for its preference.

Item. Dr. Witty's commitment to the status-quo methodology of teaching reading seems apparent throughout his article. This is exemplified by his use as an argument against individualized reading the apparent fact that most teachers at present are unprepared to "depart so radically from established practices as would be necessary were individualized reading to be generally adopted." It seems a specious argument, however, to question the validity of a methodology because present-day practical problems in selected parts of the country stand in the way of its use. Actually, there is very good evidence that when teachers are given creative leadership in the use of this method they react very favorably to it. Mrs. Mildred Thompson, Curriculum Coordinator of the El Monte, California, schools, indicated to the author that over sixty of the teachers in her district used the method successfully last year. Dr. R. VanAllen of the San Diego County schools worked with around 250 classroom teachers at all grade levels who taught reading the individualized way last year. Dr. Marian Jenkins of the Los Angeles County schools is very active in advocating the use of the method, and has many teachers profitably employing this method. The use of the method in New York is well known.

Item. Dr. Witty uses as evidence the opinions of authorities opposed to individualized reading without balancing these adverse comments with opinions by those who favor the method. As long as opinions are to be used as "evidence" it seems only

just to report both pro and con. Opinion opposed to individualized reading comes in his article largely through quotations from Dr. Constance McCullough, a well-known critic of individualized reading. Many of the quotations of Dr. McCullough are highly questionable in the eyes of supporters of individualized reading, however. For example, Dr. McCullough is quoted as saying that "some" of the activities of a reading program should involve the individual. She believes this same quantity, "some," applies to reading activities involving the whole class. To equate the time spent in mass instruction with individual instruction seems a decision based on a questionable psychology. In another quotation she describes individualized reading as "incidental instruction." This is an appellation few advocates of individualized reading would accept. Because the pace of instruction in this method is adjusted to the capacities, abilities, and interests of the child, it does not necessarily follow that instruction is undertaken incidentally. She complains further that "measurement of the success of individualized experiments has been limited to cheerful miens, number of books read and scores of survey tests of reading." One is immediately led to ask, "On what have been based the measurements of the efficacy of group instruction in reading?" The answer perhaps is not even this much.

Item. Dr. Witty "stacks the cards" by expecting in individualized reading research experimental conditions not normally present in any reading research. He notes that

the importance and the influence of "unusual" enthusiasm and interest on the part of the teachers involved in individualized reading research have not been considered. What experiments that purport to prove the value of group instruction in reading have taken these factors into account? Which of these experiments evaluate the results of the experiment in terms of the *measured* enthusiasm and interest of the teachers of the control and experimental groups? Of course, this is an unfair criticism, since the lack of control over these factors is widely known to be one of the critical weaknesses of practically all of this type of research. One may ask Dr. Witty, incidentally, why teachers using individualized reading display the extraordinary enthusiasm and interest with which he finds fault? Did this not arise out of the greater satisfactions from the learning situation for both teacher and child?

Item. Dr. Witty's overall effort seems to be to retain individualized reading in its subservient role to group reading practices. While he concludes that "a defensible program in reading will combine the best features of both . . .," what he actually proposes is little if any change from present practices. The basal text acts as the "guide" and "an efficient plan for insuring basic skills." The role of individualized reading, on the other hand, is never extended beyond its present role of acting as a supplementary aid in developing these skills. The *complete* evidence on individualized reading, its advocates contend, give it a much stronger position than this, Dr. Witty's summary and evaluation to the contrary notwithstanding.

Patrick Groff,
Assistant Professor
of Education
San Diego State College



Councilletter

HARDY R. FINCH

"All our past acclaims our future." A year ago, President Ruth Strickland selected this theme for the Golden Anniversary Convention which will be held in Chicago, November 24, 25 and 26. Since that time, NCTE officers and other members of the Executive Committee, members of the Chicago committee, officers of affiliates, and Council members have been working to make the 1960 meeting one of the greatest in Council history.

Many of the results of these efforts are already in evidence. Early registrations indicate that there will be a record attendance. Local committees are organized to take care of the many jobs connected with the running of the convention. Programs for Thursday, Friday, and Saturday meetings have been completed. Detailed listings of them will be published in the supplement to this magazine.

For Friday morning, two series of meetings have been scheduled. The first series (9 a.m. to 10:15 a.m.) will consist of fourteen large group meetings dealing with "The Past: Fifty Years of Achievement." Here well-known authorities will discuss developments in the English curriculum, written composition, reading, listening, usage, speaking, critical thinking, mass media, humanities, literature, teaching techniques, teacher education, and the profession.

The thirty-eight meetings in "The Present," the second series (10:30 to 11:45

a.m.) will interest elementary, secondary, and college teachers. Topics will include "Curriculum Building," "Spelling," "Grammar," "Advanced Placement," "International Cooperation through English," "Children's Writing," "Choral Speaking," "Scholarship in Linguistics," "The High School Principal and the English Program," "Using Television," "What Research Tells Us About English," "Reading in the Elementary, Junior High, and Secondary Schools," "School Publications," "Supervision of Teaching," "Teaching the Novel," "Literary Scholarship," "Teaching the Slow Student," "Studying the English Language," "Teaching Communication," "Library and Research Skills," "Evaluation in the Teaching of English," "The Use of Paperback Books," and "Teaching of Controversial Literature." During this period, the CCCC will hold a meeting at which it will discuss future directions of the organization.

Following the second series, three luncheons will be held: the Children's Book Luncheon at which Dora V. Smith will be the featured speaker; the Poetry Luncheon, arranged by Richard Corbin, Secondary Section chairman; and the business meeting and luncheon of the CCCC.

With the theme, "The Future: Considering Interesting Trends," the third series (3 to 4:30 p.m.) will consist of over thirty meetings with a wide variety of challenging topics. The Commission on English of the

Nationwide English Contests

- Grammar
- Spelling

- Vocabulary
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- Library Skills

Please Note: These contests are not sponsored by NCTE but by Educational Stimuli under the direction of Donald R. Honz.

EDUCATIONAL STIMULI'S NATIONWIDE ENGLISH EXAMINATIONS

The universal problem of getting students to review is partially solved by having your students participate in a competitive examination where they have a chance to see how they measure up to students from other sections of the nation. You will be amazed at their renewed interest. Even the average students will strive to do better. Here is a real opportunity to vitalize your teaching.

These are not contests as such but examinations to give teachers of English an opportunity to find their students' weak points, to build up interest in the study of English and, primarily, to motivate the students to review on their own, thereby saving valuable class time.

Many teachers are content to administer the same standardized English examinations to their students each year to determine where they rank. These same teachers unconsciously drill their students to meet the requirements of these tests. As a result, their students do quite well. This is not possible with the ANNUAL NATIONWIDE EXAMINATIONS, for no one sees them until the day on which they will be administered.

Also, standardized tests do not motivate the students since there is no competition and no awards are granted. Competition on a nationwide level with an opportunity for the students to earn awards is the answer if you really want your students to grow in their study of English.

Students will be ranked on a percentile basis which means that you will be able to determine the exact percentile ranking of each of your students. This will enable you to see how your students performed in relation to students from other parts of the nation, for these percentiles will be based on the scores of all participating students. Last year over 200,000 tests in several subject areas were sent to schools in every section of the country.

The examinations have been constructed so as to make the students think. They are a real challenge. When the students are cognizant of this, they become more zealous in their preparation. I am sure that once your students have had the experience of participating in these examinations, you will notice a marked improvement in their grasp of fundamentals. The examinations may contain several points that you have not covered but if the students have mastered what you have covered, they should do quite well. The examinations are of the objective type so as to be more extensive. The time limit for each of the examinations will be 40 minutes.

The examinations are being offered to students on grade levels 4-12. Be sure to indicate on which level your students are participating. The same test is administered to students on all levels. For example, a seventh grader would take the same grammar test as a twelfth grader. Naturally, the examinations will be more difficult for students on the elementary level. It is believed, however, that if students are exposed to such examinations in the lower grades, they will develop an interest in language at an early age, thereby giving them more opportunity for development. Of course, percentiles are set up for each grade level, so your students will be competing against students only on their own grade level.

In regard to awards, those students having a percentile ranking of 80 or higher will receive a certificate of merit stating their achievement. Those students in the 98th percentile or higher will receive a SPECIAL certificate acknowledging their outstanding showing. The FIVE schools that report the greatest number of students in the 98th percentile or higher will be awarded a beautiful plaque. This total will comprise students on all levels and in all six testing areas, that is, grammar, spelling, composition, vocabulary, speech and library skills. In other words, it would be to a school's advantage to enter students on all levels and in all six testing areas.

In order that I may keep the expenses down to a bare minimum, I have decided to let each teacher correct his own tests. I think that this will be more satisfactory, for it will afford the teacher an opportunity to see where his students are having trouble. The results (certified by your principal) will be forwarded to this office for processing. You will receive the results of the examination and your awards before the end of the school year.

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Your tests will be sent from this office in March. You may administer the examinations any time through April. You need not administer these examinations in one day, that is, you may administer the grammar examination on one day, the vocabulary examination the day after, etc. You might want to administer one examination each week. The point is that you will have the whole month of April to administer any one or all six of the examinations.

I will have to request that you enter a minimum of 25 students in any one of the examinations. For example, if you decide to enter your students in the spelling and grammar examinations, you must enter a minimum of 25 students in each of the two areas. It would be ideal if you would enter all your students.

The fee will be \$.10 per student in each test area. For example, if you wanted to enter a student in the spelling examination only, the fee would be \$.10 but if you wanted to enter a student in two areas, the fee would be \$.20, three areas, \$.30, four areas, \$.40, five areas, \$.50, six areas, \$.60.

NATIONWIDE GRAMMAR AND PUNCTUATION EXAMINATION

Here is an opportunity to vitalize your grammar sessions. The Nationwide Grammar Examination consists of two basic sections. They are: (1) Grammar-Basic and Advanced (2) Punctuation and Capitalization.

Copies of previous examinations are available in quantity with key and norms from this office at \$.05 each. With the norms you will be able to compare the scores that your students achieve with those that were made in previous grammar examinations by students from all parts of the nation. These examinations are very good for review. They will allow your students to make a more efficient preparation for this year's examination, for it will follow the same pattern. You should order these practice tests now so your students can begin preparing early in the school year.

Another valuable aid which will help your students prepare for this year's Nationwide Grammar and Punctuation Examination is a little booklet containing previous examinations. Accompanying these tests are the keys and percentile tables. With this little booklet the student will be able to conduct his own review, for in the back of the booklet are the rules which are covered in each of the examinations. These are referred to by little numbers after each answer in the key. The student takes one of the tests, corrects it and then refers to the percentile table to compare his score with those made by students from every section of the country. Finally, he checks on the rules of the items that he missed. He then has this little booklet for ready reference the rest of the year. These little booklets are available in quantity at \$.50 each.

Since all six examinations are to be administered in the same manner, please refer to the above section for full details concerning deadline, awards, fees, etc.

NATIONWIDE SPELLING EXAMINATION

Here is something that has been needed for a long time. It gives you an opportunity to get your students really interested in spelling.

This examination will be set up like the typical standardized spelling test. The students will have to correct misspelled words, discover misspelled words in sentences, etc. Words that the students would not ordinarily use in their writing will not be employed in this spelling examination. Words that are commonly misspelled on all levels, that is, spelling demons, will make up the examination. Even students on the fourth grade level will know the meanings of these words. Using big or unfamiliar words would cause even the excellent speller to misspell. The examination is very practical from this standpoint.

A list of words for which the student will be held responsible is available. It would be a good idea if each of your students kept one of these word lists in his notebook so that he could begin preparing immediately for this year's examination. These lists are available at \$.05 each. Copies of previous spelling examinations are available in quantity at \$.05 each. These tests serve as excellent spelling drills.

Since all six examinations are to be administered in the same manner, please refer to page one of this leaflet for full details concerning deadline, awards, fees, etc.

NATIONWIDE COMPOSITION SKILLS EXAMINATION

This examination will test your students on their knowledge of writing skills such as recognizing faulty constructions, effective word order, wordiness, writing techniques, etc.

Previous composition examinations are available in quantity with key and norms at \$.05 each.

Since all six examinations are to be administered in the same manner, please refer to page one of this leaflet for full details concerning deadline, awards, fees, etc.

NATIONWIDE VOCABULARY EXAMINATION

One of the things the English teacher should constantly be working on is word study. A large vocabulary enables the student to read, write and speak more effectively. Merely giving the students lists of words to look up and then use in sentences will not help the student to any great extent nor will it develop his interest. There must be some systematic attack on words such as the study of roots, prefixes, suffixes, etc. in other words, you must attack the study of words from every possible avenue.

All words that will appear in this year's examination are on a word list that you may obtain for your students. If your students master these words, they should do quite well on the examination. These word lists are priced at \$.05 each. Copies of previous examinations are available in quantity at \$.05 each.

The Annual Nationwide Vocabulary Examination will not be an ordinary examination, that is, just like the run-of-the-mill standardized test. It will be a real challenge to your students and will be cleverly devised to find out whether your students have merely memorized the word list or really studied them to the point of understanding each word.

Since all six examinations are to be administered in the same manner, please refer to page one of this leaflet for full details concerning deadline, awards, fees, etc.

NATIONWIDE LIBRARY SKILLS EXAMINATION

It is surprising how many students enter college without adequate knowledge in the use of the library. This examination will motivate your students to become more efficient in these skills. Since this is the first year the examination is being offered, it is difficult to describe its content, but it will test your students on the use of the card catalogue, encyclopedia, Readers' Guide, etc.

Students may prepare for this examination by working out library and dictionary units which are available from this office in quantity at \$.05 each. Also available in quantity at \$.05 each is a term paper guide.

Since all six examinations are to be administered in the same manner, please refer to page one of this leaflet for full details concerning deadline, awards, fees, etc.

NATIONWIDE SPEECH EXAMINATION

This examination will test your students on their knowledge of the correct pronunciation of troublesome words, mechanics (eye contact, gesticulation), oral composition, etc. Students will not be expected to know technical terms such as the make-up of the speech mechanism, theories, etc.

Since all six examinations are to be administered in the same manner, please refer to page one of this leaflet for full details concerning deadline, awards, fees, etc.

ENRICH YOUR TEACHING WITH HELPFUL TEACHING AIDS

Here is what you've been looking for! Materials designed to promote interest in the study of English. Since space does not permit a description of these materials, I am offering all the materials in one package for \$7.00. I am sure you will find them most helpful. You need only pay for those aids which you can use; you need not even return the others. I will take your word. Included in this package of aids are: theme topics, library unit, dictionary unit, short story unit, guide for writing a term paper, tongue twisters, speech activities and many others. Over 30 different aids are included in this package. How can you possibly lose on this offer!

DYNAMIC TAPE RECORDINGS FOR ENGLISH

In order that I may acquaint you with some of the outstanding tape recordings that I have in the field of English, I am making the following offer: A series of six of our most popular programs (nearly three hours of program time) which include: "Tale of Two Cities" starring Brian Aherne and "Macbeth" for \$10.00. Here again I am so sure that you will like at least one or two of these programs that I request you remit for only those programs that you honestly think you can use. You may do what you will with the rest of the programs. I now have a total of 23 programs.

DONALD R. HONZ

Director, Educational Stimuli, 2012 Hammond Avenue
Superior, Wisconsin

If you are planning to enter this year's examinations, please indicate below your number of entries for the various grade levels as we would like to know as soon as possible how many copies will have to be printed. You need not remit until you receive the tests. This will be sometime in March.

Grammar—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Grammar Tests Desired (at \$.10 each) Total \$

Spelling—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Spelling Tests Desired (at \$.10 each) Total \$

Composition—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Composition Tests Desired (at \$.10 each) Total \$

Vocabulary—

7th 8th 9th 10th 11th 12th

Total Number of Vocabulary Tests Desired (at \$.10 each) Total \$

Library Skills—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Library Skills Tests Desired (at \$.10 each) Total \$

Speech—

4th 5th 6th 7th 8th 9th 10th 11th 12th

Total Number of Speech Tests Desired (at \$.10 each) Total \$

Grand Total For Tests \$

Teaching Aids

Please check the items listed below that you desire. Please do not remit until you receive your order.

	Quantity	Total
..... Package of English Aids (\$7.00)	\$
..... Series of English Recordings (\$10.00)	\$
..... Word List for Vocabulary Examination (\$.05)	\$
..... Spelling List for Spelling Examination (\$.05)	\$
..... Booklet of Previous Grammar Examinations (\$.50)	\$
..... Term Paper Guide (\$.05)	\$
..... Dictionary Unit (\$.05)	\$
..... Library Unit (\$.05)	\$
..... 1959 Spelling Examination (\$.05)	\$
..... 1960 Spelling Examination (\$.05)	\$
..... 1959 Composition Examination (\$.05)	\$
..... 1960 Composition Examination (\$.05)	\$
..... 1959 Vocabulary Examination (\$.05)	\$
..... 1960 Vocabulary Examination (\$.05)	\$
..... 1957 Grammar Examination (\$.05)	\$
..... 1958 Grammar Examination (\$.05)	\$
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..... 1960 Grammar Examination (\$.05)	\$

These tests are available in quantity at \$.05 each. Single copies with key and norms are \$.25 each.

Grand Total For Aids \$

Ship To:

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Tear out and file for ready reference.

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College Entrance Examination Board will report on its work. Authors of the "Trump Plan" and the "Rutgers Plan" will lead discussions. Editors will speak on "The Textbook of the Future." Other meetings will deal with such topics as "Evidences of Future Cultural Interest," "Speech for the Future," "Freshman Composition," "The Freshman Anthology," "Trends in Poetry," "Modern Writers," "Teaching Machines," "Future of the Humanities," "The Shift to Oral Culture—What It May Mean," "Interpretative Reading in the Grades," "New Directions in Grammar Teaching," "Creativity in the English Classroom," "Creative Dramatics for Children," "Team Teaching," "Articulation at All Grade Levels," "Audio-Visual Aids for Today and Tomorrow," "Literature in a Changing World," "Reading in the Atomic Age," "The Library of the Future," "The Core Program in the Junior High School," "The Dictionary of the Future," and "Critical Thinking for the Future."

A number of demonstrations will be held

during the Friday sessions. For elementary teachers there will be demonstrations of creative dramatics and interpretative reading. College and secondary teachers will see demonstrations of team teaching of composition, of the use of teaching machines, and of the making of a film excerpt.

Following the Annual Banquet on Friday evening, the Committee to Cooperate with Teaching Film Custodians will hold a preview showing of its latest classroom films.

The Friday program was made possible by the cooperation of William Ward, Muriel Crosby, Brice Harris, Harold Allen, Ruth Strickland, and Richard Corbin, Executive Committee members; Marguerite Archer, James Haman, Helen Olson, Barbara Hartsig, Margaret Early, Nila Blanton Smith, Marion Sheridan, James Squire, Eugene Slaughter, Richard Braddock, Jerome Weiss, John Muri, and many others. Your Second Vice President would like to thank them for their many helpful contributions.

—HARDY R. FINCH

With this issue of **ELEMENTARY ENGLISH** you have been mailed a supplement giving the advance copy of the program for the NCTE's Golden Anniversary Convention. Please notice the pre-registration forms inserted in the supplement.

Nomination for trustees of the

**Research Foundation of the
National Council of Teachers of English**

*(to be elected at the meeting of the Board of
Directors on November 24, 1960).*

For a three-year term (vote for two):

HELENE W. HARTLEY (Syracuse University)

THOMAS CLARK POLLOCK (New York University)

ROBERT C. POOLEY (University of Wisconsin)

DAVID H. RUSSELL (University of California)

For a two-year term (vote for two):

LEWIS LEARY (Columbia University)

WALTER J. ONG, S. J. (St. Louis University)

LOUISE M. ROSENBLATT (New York University)

PORTER G. PERRIN (University of Washington)

For a one-year term (vote for one):

KARL W. DYKEMA (Youngstown University)

ALBERT R. KITZHABER (Dartmouth College)

The English Language

Edited by THOMAS H. WETMORE



A letter to my sixth grade teacher.

Miss Jones
Elementary School
Middletown, U.S.A.

Dear Miss Jones:

I hope this letter reaches you. I'm quite certain that it will. For one thing, I can't imagine another person there in our old sixth grade room. For another, I get frequent reminders that you must still be teaching. My college students still parrot your ideas verbatim.

Not a day passes that I do not feel the presence of your ruler striking me across the knuckles for having finally gained the privilege of disagreeing with you. This privilege, you can be certain, is not without frequent remorse; for you will remember that we were the best of friends years ago. I treasured up each of your thou-shall-not rules, promising to pass them on untarnished to the next generation. But that was before I realized that many of those rules get in the way of a real understanding of the English language. I shall explain what I mean by this statement, and then await your reaction.

1. The use of *shall* and *will*

Your former pupils can be counted on to give me the rule for *will* and *shall*. Even though some of them still make such mistakes as "can't hardly" and "ain't," they can recite the following paradigms with confidence: for simple future: I shall go, you will

go, he will go, we shall go, you will go, they will go; for determination: I will go, you shall go, he shall go, we will go, you shall go, they shall go.

The eighteenth-century grammarians who gave us this complicated rule were no doubt just as sincere in proposing it as you are in preserving it. There is, of course, some logic in keeping the simple future and the emphatic future separate; but usage, not logic, determines grammar. In neither the eighteenth century nor the twentieth century has usage of educated speakers sanctioned such an intricate rule.

Paul Roberts in *Understanding Grammar* (Harper, 1954) discusses this problem with a great deal of insight. I'll copy two paragraphs from page 152, with the hope that it may stimulate you to read further.

If the writer were asked by a foreign student of English to recommend a pattern of *shall/will* usage, his advice would be to use *will* (with *'ll* and *won't*) in all situations except first person questions of the "Shall we dance?" type, in which the question calls for an exercise of volition by the person questioned. It is granted that many speakers have a different usage, but the pattern recommended is simple, easy to learn, and so generally observed that its practice would seldom make the speaker conspicuous.

It is often said that the fading of *shall* is a loss to American English, since it precludes our making nice modal distinctions. But it is hard to see any loss, for we can make the distinctions quite as nicely

and much more easily by using such other modal expressions as "have to," "be obliged to," "want to," "prefer to," etc. Indeed, the effect of having the two words is to confuse rather than clarify, because of the involved mixture of modal meaning and future meaning.

2. Present tense and present time

In teaching principal parts of verbs, do you still use the formula *Today I go; Yesterday I went; I have gone often?* This taught us a great deal about not confusing the past tense with the past participle.

Don't you think, however, that we oversimplified the matter when we equated the simple present tense with present time? It is possible, of course, to find examples of the present tense which really mean present time: *I take this opportunity to thank you for your many kindnesses*; but most examples sound as unnatural and old-fashioned as Puck's *I go, I go. See how I go!* from *Midsummer Night's Dream*.

In *Today I write Miss Jones a letter*, the *Today* lulls us into accepting your statement that this is present time when it is in fact future time. In reality, the only part of today that is present is this fleeting moment that divides the last moment from the next one. If I am interested in communicating the fact that at this very moment I am engaged in writing a letter to you, I must use not the simple present tense, but the progressive form: *I am writing Miss Jones a letter*.

Would you agree that instead of falsely equating present tense with present time we might provide a stimulating experience by allowing pupils to discover the amazing range of meanings of the present tense illustrated in the following examples?

- (1) habitual action: *I go there every day.*
- (2) future action: *I go there tomorrow. Make certain that he studies.*

- (3) past action: *I find your accounts in good order, Mr. Brown.*

The Norman influence begins long before the Norman Conquest.

3. English vowels

Recently some of your former pupils were startled to discover that two facts they held to be inviolable were actually contradictory. They said that you said—This goes on all the time. How do you instill such confidence?—(1) that the vowels in English are *a, e, i, o, u*, and (2) that one uses the article *an* before vowels, but the article *a* before consonants.

I began my counterattack by writing the two statements on the board and inviting the class to examine them realistically. The reaction was normal; the statements, they said, were most certainly true. I might as well have written *Communism is evil* or *God is love*.

They were then asked to make two columns on a sheet of paper, labeling them *a* and *an*, and to classify the following items from a blackboard list according to whether they would be preceded by *a* or *an*: *poppy seed, apple pie, barnyard, useful item, orange drink, kangaroo pouch, honest man, university student, earnest endeavor, timid man, and average American*. The papers were taken up immediately and the test repeated, this time with the phrases fitted into a frame and read aloud: *It was a poppy seed* or *It was an poppy seed*.

On the first test a surprising number placed *honest man* in the *a* column and *useful item* and *university student* in the *an* column. As would be expected, fewer mistakes were made on the second test, because the students were reacting to the spoken word. Even so, several clung to their first choice and insisted, for instance, upon *an university student*. One girl remarked, "Now I see it should be *an uni-*

versity student, and I'll try to say it; but doesn't *everybody* say it wrong?"

Where did they go astray? Certainly what you told them was that *a, e, i, o, u*, are the letters that most often spell vowel sounds. What they remembered was something quite different: that the ordinary names we give to these letters are vowel sounds. In reality, the names given to *a, i*, and *o*, are diphthongs, the name of *e* is a vowel, and the name of *u* is a consonant followed by a vowel.

I find that I am running out of time before I have said anything about your rules which begin with *Never*. Perhaps you will let me discuss them later. For the present, I would like for you to think about the possibility of substituting *Seldom* for *Never*.

Incidentally, if we do ask pupils to memorize the rule about never ending a sentence with a preposition, aren't we obligated to teach them to recognize prepositions? From a recent test, I found that some of your pupils consider the fol-

lowing sentences incorrect "because they end with a preposition":

I asked them to come in.

What references were we to look up?

We asked her to go, and she decided to.

I shall appreciate your taking the time to answer this letter. It has been a long time since you taught me, and I may be mixing some of your ideas with those of other elementary teachers. As for what my students report, I, of course, must discount many things; for, as I often say to them, "It's a strange thing how you remember everything Miss Jones said years ago when you don't even remember what I said yesterday."

Sincerely yours,

Thomas H. Wetmore

Professor of English

Ball State Teachers College

THW/lg

Children's Book Club

Here are the selections for the *Weekly Reader* Children's Book Club for October:

Primary Division (Early Reader)

Blaze Finds the Trail by C. W. Anderson (Macmillan)

Intermediate Division (Star Reader)

Jephtha and the New People by Marguerite Vance (Dutton)

Idea Inventory

As Shakespeare had Hamlet say of his uncle: "O villain, villain, smiling, damned villain/My tables,—meet it is I set it down,/ That one may smile, and smile, and be a villain." It is a precaution to be learned in this world, and one example of a smiling villain is Long John Silver. In an article called "Cheating: How to Beat Our No. 1 School Problem" by Charles G. Spiegler in *This Week* magazine, the author says that a generation ago students saw Long John as an example of a wicked man, a villain. "Today I hear a boy in my class defend Long John Silver's plea for keeping his ill-gotten gains, and even for going scot free on the ground that 'after all he stole for it—he worked awful hard for it.'"

A project on villains in the classics would be worth the time of a class. To begin the study we can merely copy Stevenson's own description in Chapter 8 when the sea-cook is first introduced in the setting of his neat, bright little tavern, *At the Sign of the Spy-Glass*. Jim Hawkins says: "He was very tall and strong, with a face as big as a ham—plain and pale, but intelligent and smiling. Indeed, he seemed in the most cheerful spirits, whistling as he moved about among the tables, with a merry word or a slap on the shoulder for the more favoured of his guests. . . . I thought I knew what a buccaneer was like—a very different creature according to me, from this clean and pleasant-tempered landlord."



Louise Hovde Mortensen

It was this smiling old pirate who deceived the Squire into signing him on as sea-cook on the *Hispaniola* bound for Treasure Island. Jim says: "I would have gone bail for the innocence of Long John Silver." Even Dr. Livesey told the Squire, "I don't put much faith in your discoveries as a general thing, but I will say this, John Silver suits me." On board ship on the high seas, "All the crew respected and even obeyed him. He had a way of talking to each, and

Mrs. Mortensen has degrees in English from Smith College and Columbia, with special work at the University of Iowa, New York University, and Drake University.

doing everybody some particular service. To me he was unweariedly kind; and always glad to see me in the galley, which he kept as clean as a new pin." The coxswain says: "He had good schooling in his young days, and can speak like a book when so minded; and brave." So here we have a clean, cheerful, smiling man who had already murdered for the sake of gold. He was a good actor. Jim says: "John would touch his forelock with a solemn way he had that made me think he was the best of men."

He could discipline his emotions and hide his real feeling. "Sharp as must have been this annoyance, Silver had the strength of mind to hide it." And when land was first sighted: "I was surprised at the coolness with which John avowed his knowledge of the island." "I had by this time taken such a horror of his cruelty, duplicity, and power that I could scarce conceal a shudder when he laid his hand upon my arm."

So we learn that the word *duplicity* is the key to his character. Hating Captain Smollett as he did, he was able to lead a cheer which rang out full and hearty so that Jim said, "I confess I could hardly believe these same men were plotting for our blood." When the mutineers went ashore and there were still honest men alive, one man still believed in Silver and said: "Silver," says he, "you're old and you're honest, or has the name for it: and you're brave, or I'm mistook." But hearing the death cry of Alan when Silver had not winked an eye but stood watching Tom like a snake about to spring, only then did honest Tom realize what a deceiver Silver was. Here Tom showed his own honest character. He turned his back on Silver to walk back to the ship, but Silver sprang and buried his knife in Tom's defenseless back.

Now Jim calls him a *monster*. Here was the man who had smiled and smiled and

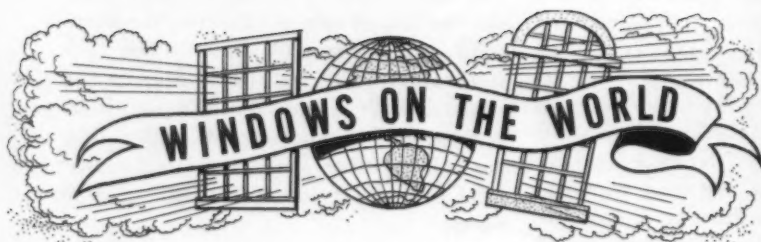
still was a villain. Having seen Silver murder two honest men of the crew, Jim knew what duplicity meant. Later when Ben Gunn appears, Ben recalls his days on the pirate ship of Captain Flint. "He was afraid of none, not he; only Silver—Silver was that genteel." In other words, the blood-thirsty Flint was afraid of the "smooth" genteel Silver.

In Chapter 19, Silver appears at the stockade with a flag of truce "standing placidly by." When Captain Smollett says: "If there's any treachery, it'll be on your side," Long John shouted cheerily: "That's enough, cap'n. A word from you's enough. I know a gentleman, and you may lay to that." And this of course was true. Silver could judge the character of his opponents, but his duplicity made it hard for people to judge his character.

In Part VI, Silver shows how he can change sides for the sake of saving his own hide. When talking to Jim he uses "gracious tones" and blazes out at the pirates who had made him their captain. "I'm cap'n here because I'm the best man by a long sea-mile." His outward composure was hiding his inward alarm. "As calm as though he had been in church, yet his eye kept wandering furtively and he kept the tail of it on his unruly followers."

Then he bargains for his life with Jim. "I'm on Squire's side now. . . . I know when a game's up, I do; and I know a lad that's staunch." An old saying is that it takes a thief to catch a thief. His former partners in crime see through him. "Silver was roundly accused of playing double—of trying to make a separate peace for himself—of sacrificing the interests of his accomplices and victims; and, in one word, of the identical exact thing that he was doing."

Continued on page 422



Alice Sankey

Let Johnny Write

A voice over the school intercom enthusiastically suggests to the fourth-graders: "Let's write!"

And what should they write about? The voice suggests:

The moon? Sounds I like? Spring? Things I think are beautiful? The one I like the most? A dog? A trip? A pet? What I like best about spring? If I could fly?

Young creative writers, like juvenile artists, catch an idea and soar with it, then apply it to a piece of paper with living, breathing words. They brush in a colorful phrase, touch up a spiritual thought, daub in a merry idea.

Here is what Kevin Johnson has to say about the moon:

I am going to take a balloon
All the way to the moon.
And I'm going to land on Jupiter
'Cause I think Jupiter is super.
And when I find a cloud,
I'm going to holler very loud,
"Don't worry, Mom, I've gone to the
moon
And I'll be back home at noon!"

Julie Pedersen says:

The moon is glimmering in the sky
And round and round the mountain-
side—

The houses are asleep deep down,
deep down,
In the little sleepy town.

Technically, the efforts fall short, but the teacher prefers "to release the creativity within them that seeks expression. If you prove yourself a friend to children, and they find you worthy, they will share with you the treasures of their hearts."

The quotation is from *Helping Children Write* by Mauree Applegate, owner of the voice that came from the Wisconsin educational station WHA, Madison, into the fourth grade classroom at Fratt school, Racine, one of the many throughout the area who "pipe in" Miss Applegate's program.

Here are samplings of other "creative" prodding.

James Peterson opens his heart about "My Dog."

My dog is a miniature locomotive. I nicknamed him Bowser-Towser because he chases everybody, even the milkman. He is fairly big because he eats a lot. He is as swift as a deer and very powerful. His real name is Mike. I love him very much.

Dennis Nordentoft chooses "My Champion" as his theme:

Mrs. Sankey of Racine, Wisconsin, newspaperwoman and author of children's books, is a member of the Chicago chapter of the Women's National Book Association.

He's running, he's up, he made it! Eleven feet is the highest he ever went. My champion is as swift as a deer, prancing through the woods. Broad jump, high jump, pole vault—everything in the book!

He teaches me everything I need to know. He takes me to basketball games and to his track practice. That's my brother.

For "Sounds I Like," Jane Ann Danford confides:

Water splashing, and the sound of water rushing.

My cat purring softly.

Rain coming down on the water in Eagle Lake.

Water soaking into a garden.

Everybody having a happy time.

And who is Barry Peterson? Why, he's Paul Revere's Horse:

I am Paul Revere's horse and my name is Humphrey, and I'm pretty mad. Why? Because nobody notices me like they did Paul Revere *after* his ride. Why, all he did was yell, "The British are coming!" I did the rest.

But I got a kick out of doing it because all those men and women who opened their windows to see what the noise was were in their nightcaps and shirts. I just about laughed to death!

I'm still mad that nobody noticed me first!

Nancy Albright is The Wind, no less—

Hello! I'm the wind. Did you know how I helped George Washington chop down the cherry tree? Well, I did and here is my story.

It was a warm day, and George had just gotten a new hatchet. He just had to try it out on something. Well, he tried it out on the cherry tree and when he made the last chop, I blew down the cherry tree—and George got the scolding for it!

And with nothing but thin air, Maggie Baggott finds it suffices as a subject for creative thought. Says Maggie:

*Air, air is everywhere—
About fifteen pounds
On each inch square.*

Sheryl Klein writes of "Things I Think Are Beautiful":

Furry kittens playing with yarn.

A baby horse in the barn.

The beautiful sunshine and flowers.

The wonderful sky and water.

A beautiful queen and palace.

Soft, furry pussy willows,

And big, beautiful swans.

And who is Santa Claus? Wendy Clark has the answer:

I'm peeping in on Santa Claus

Who really is our family boss.

He doesn't live at the North Pole,

Nor does he live in a teeny hole.

He doesn't have reindeer or sleigh,

But he's a jolly fellow anyway.

He's married to a lady boss

Who is our Mrs. Santa Claus.

We all live together merrily

And we're a very happy family!

The samples are from the semi-annual "Fratt Flyer," collections of creative writing sent to adult editors by teachers and classroom reporters. The mimeographed publication carries out another of Miss Applegate's ideas—"let your children write their own newspaper . . . keep a year-book of the best poems and stories written by the class."

Children of other classes, in addition to the fourth-graders mentioned, penned poems and stories as classroom projects. Here is one by a second-grade pupil, Tommy Kaufmann:

I have the mumps

So my cheeks have humps!

When I eat, it hurts.

I say "Ow" because it hurts.

You can get them free—

If you want them,

Come close to me!

Also in Grade 2, Beth Dykstra writes:

I like Spring because the flowers and grass look so pretty. I like it because it is nice and warm and the apple trees bloom, and soon they will have little apples.

Jim Thomas, in the third grade, ruminates about a cow.

A cow gives us milk,
A cow gives us meat,
A cow gives us cheese,
And all sorts of good things to eat!

A cow could be covered with skin,
A cow could be covered with silk,
But whatever a cow is covered with,
It will always give us milk!

Jonathan Cave, in the same classroom, selects "The Oriole" for his subject:

The funny, pretty oriole
Sang of nature's deeds,
While the timid wild duck
Was hiding in the reeds.

Cognizant of the times, Jim Jensen, Grade 4, writes of "The Big Race."

There is a real big race
Today in space
To see how soon
We get to the moon.
Maybe they will scare
The cow up there!
I'd like to go—
I might, you know.

Here is sixth-grader Gary Christensen looking at "Life":

Life is such a wondrous thing!
I like it best in early Spring,
You can romp and play and sing,
You can fish and run and swing,
Life is such a wondrous thing!

Mark Wanggaard's poem twinkles with his spark of humor:

A bird flew by, way up in the sky,

It made me think—now why can't
I try to fly?

I made some wings of various things,
And took them to the roof.
All went well, 'til I tripped and fell.

Now listen well, and let me tell,
These are my final words—
Flying, my friend, is for the birds!

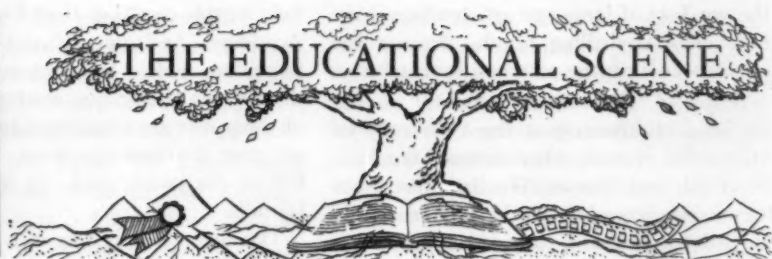
In contrast, the seriousness of Peter Dorman's thoughts, and his original way of presenting his poetry (reading from the bottom up) shows the boy has "learned from actual doing" in writing creatively:

gently
and
age,
with
crouched
crying,
creeping,
more
no
hope—
of
anthem
dying
a
longer,
no
banner
its
holds
flower
wilting
A drops.

As Miss Applegate says in her lectures in rural and city schools, in her book and via radio broadcast: "Creativeness cannot be taught; it can only be released and guided. This, in essence, is the job of the teacher—to release inner power into productive outer channels. The world does not need more talented children; it needs to release and develop the talents latent in all children . . . Writing starts from ideas—and children are full of ideas."



William J. Jenkins



Listening and machines

Two diverse subjects, the teaching of listening and teaching machines, are foremost in our minds as we go to press for the first time in 1960-61 school year. The two subjects illustrate vividly how wide the language arts teacher may reach in his desire to keep abreast of his chosen field.

Because teaching machines have been employed in experimental programs in the teaching of grammar—itsself an area clouded with doubt as to its direct usefulness—we record their growth in these pages. It is too early to decry their recent use, as some teachers have done in the earnest belief that the art of teaching can not be automated. Similarly, teaching machines should not be hailed as cures for any one of the many ills facing education today. Conclusive evidence is not yet available.

Teaching machines are really not as new as one might imagine. Sidney L. Pressey conceived the idea of a teaching machine in 1915 and reported his ideas in a 1926 issue of *School and Society*. The idea remained dormant until taken up a few years ago by the Harvard psychologist, B. F. Skinner. Skinner approached the idea of using teaching machines for the programming of the learning task, using essentially the Socratic method of teaching. His theory revolves around the idea of breaking down complex learnings into extremely

small parts, and the leading of the learners by sequentially arranged questions which become increasingly complex. In addition, Skinner rewards the learner immediately by exposing the correct answer within a second or two after the learner has made his response.

This is, of course, a procedure based on psychological findings, for we know that immediate knowledge of correctness results in better learning than does delayed knowledge. Whether or not immediate knowledge of grammar, answers which must be supplied to a workbook format, will result in more complete and lasting knowledge of grammar, and whether this knowledge of grammar itself will be of any worth we can not say at this time. On the other hand, we acknowledge that teaching machines may involve every pupil in the learning situation, a condition which does not exist today in all classrooms. Moreover, teaching machines will permit the learner to pace himself, a condition which has also not existed in all learning situations. Teaching machines will provide motivation, as claimed by the psychologist, but we have to ask whether it is *intrinsic* or *extrinsic*. Finally, teaching machines may well prove their greatest worth in the area of routine learning. Only

Dr. Jenkins is professor of Elementary Education, University of Wisconsin—Milwaukee.

the weakest of language arts teachers have ever enjoyed drilling pupils. Perhaps the onerous task can be assumed by machines.

Ralph G. Nichols, an authority on the teaching of listening at the University of Minnesota, recently characterized ten habits of the bad listener. We list these traits for our readers: (1) the bad listener calls the subject dull and dry; (2) the bad listener indulges in the indoor sport of criticizing the speaker; (3) becoming overstimulated, the bad listener's efficiency drops to zero when he reacts strongly; (4) the bad listener finds only facts in the talk; (5) the inept listener tries to outline everything rather than just the main points; (6) the bad listener is a faker—he fakes attention and is not relaxed and yet involved; (7) the bad listener is distracted easily, or even creates his own distraction; (8) the poor listener shuns serious presentations; (9) he lets emotion-laden words get in the way; and (10) the bad listener does not use to his advantage the speed differential between speech and thought.

Fortunately in his article in the *Supervisor's Notebook*, the Scott Foresman Service Booklet, Dr. Nichols also depicts the good listener. He is one who can (1) anticipate the next point, (2) identify supporting material, and (3) recapitulate in a few moments what the speaker has said.

Employing the license which we indicated at the start belongs to the language arts teacher, in successive months we will try to range over topics as varied as educational television, paperback books, the Lay-Reader program for the teaching of composition, and structural linguistics as a replacement for the teaching of grammar and usage.



Seven sins of writing

Recently Yale University held its sixth annual conference on the teaching of Eng-

lish. At this meeting, Hart Leavitt, Phillips Academy (Andover, Mass.) presented a paper in which he discussed the seven deadly sins of teen-age writing. Since many of these sins are committed by writers who are past the teen-age stage, we present a few of the points made by Mr. Leavitt in his talk.

The seven deadly sins of a good deal of the writing which teachers (and editors, too) have to read are:

1. Pretentious diction
2. Clumsy idiom
3. Dead-end sentences
4. Poor relations
5. No contest
6. Padding
7. The Big Think.

To illustrate some of these evils, Mr. Leavitt quoted primarily from papers written by his students.

Pretentious diction: "Mountain climbers plan walks not commensurate with their stamina."

Dead-end sentences: "Human prejudice is a terrible thing, it seems to me." Mr. Leavitt charged that many immature writers are guilty of sentences with burnt-out ends. Writers of such sentences do not know when they have completed their independent clauses, and, in their ignorance, tack on trivial and apologetic endings.

Poor relations: This evil characterizes not so much the individual sentence as the composition of paragraphs. Poor paragraphs suffer from loosely joined sentences, in which the "overtones of relationship" are weak or fuzzy. Says Mr. Leavitt:

"Nothing should be included in a paragraph unless it adds to the purpose of the whole piece, necessarily and dramatically. Let us not have a dozen examples when half a dozen will do. Let us have reasons, contrasts, comparisons, definitions, and hypotheses—all arranged in ascending importance."

No contest: This phrase describes sentences, paragraphs, or manuscripts which lack interest because they lack conflict. Says Mr. Leavitt: "The best pieces of writing are not on *topics*, but on ideas based in conflict."

As for the Big Think, Mr. Leavitt says that is the "worst cause of bad writing." The Big Think is a huge generalization, without proof or example. The Big Think is the result of failure to use the writer's sense of sight, smell, or touch and the failure of the sense of relationship.



A "fog" index

Taking the fog out of writing has occupied Robert Gunning of Blacklick, Ohio, for the past several years. Mr. Gunning has devised a formula as the results of his efforts in finding out what is clear writing. Today his "fog index" is said to help a number of industrial concerns produce communications with a high readability.

The basic facts about Mr. Gunning's achievements are given in *Pride*, for March, 1960. (*Pride* is published by the American College Public Relations Association.) An article written by Earl L. Conn says that when any written material goes beyond the reading level of a person with 12 years of education (a fog index of 12), its chances for comprehension, or even being read, drop drastically. Good, readable copy, therefore, should "check out" at an index of 12 or below, according to Mr. Conn, who then adds that the Gunning system of figuring the fog index "is simple to use." It consists of three steps:

1. Find the average sentence length by counting the number of words and dividing by the number of sentences. Complete thoughts linked by semicolons or other devices count as separate sentences.

2. Count the number of words including three or more syllables. Do not count any

capitalized words, words which are combinations such as basketball or bookkeeper, or verb forms made three syllables by adding "ed" or "es," such as "created." Divide this total by the number of words and you get the percentage of "hard words."

3. Add the average sentence length to the percentage of "hard words" and multiply by .4.

For example: A passage contains 225 words and 10 sentences. The average sentence length is 22.5. There are 40 polysyllable words. The percentage is 17.8. Add 22.5 and 17.8. The total is 40.3. Multiply by .4 for a fog index of 16.12.



Post-mortem on WHC

The stream of recommendations which the 1960 White House Conference on Children and Youth left behind will be followed up (and put to work, when possible) by a newly organized National Committee on Children and Youth. Creation of this Committee was the final action of the men and women who had guided preparations for the 1960 Conference and directed the climactic event—the confluence of delegates, words, resolutions in Washington, March 27 to April 2.

The 7,000 participants, among whom were 1,500 youngsters, were observed by 500 guests from overseas.

This huge assembly of men and women were treated to five theme assemblies (Sample: "Appraising Ideals and Values"), were divided into 18 forums (Sample: "Mobility"), and subdivided into 210 workgroups scattered over 85 different hotels and office buildings. Delegates heard 190 major speeches and passed 1,633 resolutions.

From the President of the United States the delegates heard that a billion people have been added to the earth since the first Youth Conference was called by President Theodore Roosevelt in 1909. Within the

next 10 years 50,000,000 more children will enter our homes. "From the playpen to the campus," Mr. Eisenhower said, "our task is not to provide the conditions of an affluent equilibrium for the young. . . . We must see that our children grow up in a climate that encourages response to intellectual challenge, self-reliance, initiative and a healthy regard for hard work and the dignity of man."

The speakers or delegates said or heard that:

Infant mortality, which had dipped during 1933-1950, has been on the rise throughout the decade. Twelve million children moved from one house to another during 1958. Some 13,000,000 children are in families with yearly incomes of less than \$3,000. Three out of four American families with debts have no idea of the "heavy interest" charges they are paying. Three out of four young people do not belong to any youth organizations. We need one public health nurse for every 5,000 people, but some states have one nurse for every 16,000 people. Today's neighborhoods are twice the size with half the playing space of a generation ago.

"Children's television programs, with few exceptions, are at worst stupid and offensive; at best, inane and artless," Mrs. Eva H. Grant of Chicago, Editor of *National Parent-Teacher* magazine, said. A library expert said that millions of children are without school or public library services. Comics are here to stay; they can become constructive tools for raising values among children.

Experts described the problems facing the handicapped child, the migrant child, the child of the American Indian, and the children who live in suburbia, ex-urbia, outer-urbia, inter-urbia, urbania and rural areas. One said that preadolescence, the period from 9 to 12, is the neglected area of

child study. Another said that American society is striking in cold blood millions of children; the difficulty of these children is that they are born out of wedlock, belong to minority groups, or suffer physical deformity from the accident of birth.

Sharpest focus of the Conference was on American values. Said Abraham Heschel, a delegate from New York: "The central problem of our time is emptiness in the heart. . . . We do not know how to cry, how to pray, or how to resist the deceptions of hidden persuaders." Dr. Heschel sadly characterized the spirit of the age as instrumentalization of the world, the instrumentalization of man, the instrumentalization of all values.

Other delegates said the free enterprise system, aided by the accident of geography and history, has produced this great wealth, but has not produced the wisdom with which to use it. The idolatry of our society is to be found in the worship of things, the passion for accumulation of the material, said one. And finally delegates deplored racial discrimination and religious intolerance.



Continental Classroom

Continental Classroom, the TV network program for college credit, began its third year on September 26, 1960. The 1960-61 course to be televised over the NBC-TV network will be *Contemporary Mathematics*. The first semester will be devoted to *Modern Algebra*, the second semester to *Probability and Statistics*.

To encourage credit enrollment a new format has been created. *Modern Algebra* will be divided into two sections. College and university students seeking undergraduate credit will be required to view the lessons on Monday, Wednesday and Friday. Teachers and others enrolled for graduate

credit in the School of Education will be required to view the telecasts five days a week. The additional TV sessions on Tuesday and Thursday will be devoted to the teaching of modern algebra in secondary schools. The same pattern will be followed during the second semester when *Probability and Statistics* is offered. Co-sponsors of the new course in *Contemporary Mathematics* are Learning Resources Institute and the National Broadcasting Company.

National teacher of Modern Algebra—selected by the advisory committee—is Dr. John L. Kelley, professor of mathematics and head of the Mathematics Department at the University of California, Berkeley. Dr. Frederick Mosteller of Harvard University will teach *Probability and Statistics*.

Teachers of mathematics, undergraduate students, or gifted high school students who are interested in obtaining detailed information about these television courses of study, may write to Learning Resources Institute, 680 Fifth Avenue, New York 19, New York.



Good children's books

In the interest of bringing to our readers' attention recent good children's books we should like to list some of the books which recently won awards:

Canadian Library Association's Book of the Year Medal:

The Golden Phoenix by Marius Barbeau and Michael Hornyansky (Walck)

Seventeenth Children's Book Award of the Child Study Association:

Jennifer by Zoa Sherburne (Morrow)

Brooklyn Community-Woodward School One World Book Award:

Mary Jane by Dorothy Sterling (Double-day)

American Institute of Graphic Arts "50 Books of the Year":

Nu Dang and His Kite by Jacqueline Ayer (Harcourt) and *The Blind Men and the Elephant* by Lillian Quigley (Scribner)

Excellence Award of the Society of Illustrators:

This Is Paris by M. Sasek (Macmillan)

Aurianne Award (Juvenile book which develops a humane attitude toward animal life) of American Library Association:

Along Came a Dog by Meindert DeJong (Harper)

National League of Pen Women First Prize:

Bartholdi and the Statue of Liberty by Willadene Price (Rand McNally)

Texas Institute of Letters Book Award:

Beef for Beauregard by Byrd Hooper (Putnam)

Award of the Friends of American Writers:

First Boy on the Moon by Clifford Hicks (Winston)

Notable Books of 1959, chosen by the Children's Services Division of ALA:

Seven Tales by H. C. Andersen, translated by LeGallienne (Harper)

Old One-Toe by Baudony (Harcourt)

Two Uncles of Pablo by Behn (Harcourt)

Brother for the Orphanlines by Carlson (Harper)

Wolf of Badenoch by Chipperfield (Longmans)

The Byzantines by Chubb (World)

Reason for the Pelican by Ciardi (Lippincott)

Nine Days to Christmas by Ets and La-bastida (Viking)

Jean and Johnny by Cleary (Morrow)

The World of Captain John Smith by Foster (Scribner)

Norman the Doorman by Freeman (Viking)
You Come Too by Frost (Holt)
My Side of the Mountain by George (Dutton)
Houses from the Sea by Goudey (Scribner)
Favorite Fairy Tales Told in German by Grimm, retold by Haviland (Little Brown)
The Wolf and the Seven Little Kids by Grimm, illustrated by Hoffman (Harcourt)
Adventures of Rinaldo by Holt (Little Brown)
Brown Cow Farm by Ipcar (Doubleday)
Favorite Fairy Tales Told in England, comp. by Jacobs, retold by Haviland (Little Brown)
America Is Born by Johnson (Morrow)
Black Symbol by Johnson and Johnson (Harper)
The Gammage Cup by Kendall (Harcourt)
Onion John by Krumgold (Crowell)
On Christmas Day in the Morning, compiled by Langstaff, illustrated by Groves-Raines (Harcourt)
Lucy McLockett by McGinley (Lippincott)
Master of Morgana by McLean (Harcourt)
People and Places by Mead (World)
Father Bear Comes Home by Ninarik (Harper)
The Borrowers Afloat by Norton (Harcourt)
Tom's Midnight Garden by Pearce (Lippincott)
Doctor Paracelsus by Rosen (Little Brown)
This Is London and This Is Paris by Sasek (Macmillan)
The Rescuers by Sharp (Little Brown)
The Lantern Bearers by Sutcliff (Walck)

The Moon Jumpers by Udry (Harper)
The Cheerful Heart by Vining (Viking)
The Girl from Nowhere by Von Gebhart (Criterion)

Edison awards

Among the National Mass Media Awards of 1959, of the Thomas Alva Edison Foundation presented were the following citations:

The Best Children's Television Program:

The New York Philharmonic Young People's Concerts with Leonard Bernstein (CBS)

The Best Children's Film: Sleeping Beauty (Walt Disney)

The Film Best Serving the National Interest: The Angry Man (Columbia)

The Children's Book "for Special Excellence in Portraying America's Past": *The Great Dissenters: Guardians of their Country's Laws and Liberties* by Fred Reinfeld (Thomas Y. Crowell)

The Children's Book "for Special Excellence in Contributing to Character Development": *Willie Joe and His Small Change* by Marguerite Vance (E. P. Dutton)

The Best Children's Science Book: Experiments in Sky Watching by Franklyn M. Branley (Thomas Crowell Co.)

The Best Science Book for Youth: IGY: Year of Discovery by Sidney Chapman (University of Michigan)



1961 Library Week

The week of April 16-22 has been designated for the celebration of National Library Week in 1961, it was announced by the Steering Committee for the reading development program. This will mark the fourth observance of the event, sponsored by the National Book Committee, Inc., a non-profit citizens' organization, in cooperation with

the American Library Association. Simultaneously, the Steering Committee announced that in 1962, the Week would be celebrated April 8-14.

More than 5000 communities in all fifty states participate in the annual observance, which is the focus for year-round activity to emphasize the importance of reading and of library services in our national life.

Some thought questions

What has the citizens committee movement of the 1950's really accomplished? Opinions vary. Some have said that the citizens' committees of 1950's exerted only a minor influence on policymaking, curriculum, and administration of the public schools. Others have said the citizens' committee movement has left a valuable legacy—important contributions to the financing and public relations aspects of education. What is the true answer? Possible sources of information: H. M. Hamlin, University of Illinois; Henry Toy, Jr., Peabody College of Education, Nashville, Tennessee.

What is the college teacher's real function—research and publication or instruction? One man who has interesting ideas on this subject is Dr. Robert Knapp, Wesleyan University, Middletown, Connecticut. He says that traditionally the college teacher has had three functions—those of the character builder, the outrider toward new frontiers of knowledge, and teacher. Dr. Knapp describes these three functions of the college professor in such terms as (1) pastoral function, (2) reconnaissance function, (3) pedagogical function. The college teacher has all but given up his pastoral role. Today he is on the horns of a dilemma. Administrators of universities value most the professor's teaching functions. Can the college professor give us his research activities without losing status among his colleagues? What should be the main task of the college teacher?

Can—and should—the Nation's teachers run the Nation's public schools? It is a fact that the boards of education and the central offices of school districts are legally responsible for running the country's public elementary schools. During the past decade PTA and citizens' groups have had a modicum of influence in their operation. Have the talents and energies of the teachers been neglected and bypassed? Argument: Yes, says Myron Lieberman in his new book, *The Future of Public Education*. (University of Chicago Press, \$5.) Mr. Lieberman would like to see a huge and powerful teachers' organization decide policy and direct operations of the public schools. Question: Can you find an author for an article to support or reject this proposal?

How soon will our textbooks lose their hard covers? The paperback textbook has gained acceptance on the campus and is slowly gaining favor in elementary and secondary schools. Fact: In 1958, 13 per cent of all college textbooks were bound in paper, a figure twice that of 1954. Some sources of information: Special paperback book section of the *New York Times*, January 17, 1960; the American Textbook Publishers Institute, 432 Park Avenue, South, New York; the American Library Association, Chicago.

Are school boards learning to become policy-makers rather than detail-chasers? New York City's board of education decided to turn over most administrative duties to the superintendent and to devote more time to policy making. Additional fact: More than 1,000 school boards have adopted a policy-making system, first developed in Manhasset, N. Y., which permits board members to give more time to educational principles and major decision-making. Source of information: National School Boards Association, Evanston, Ill.



Mabel F. Altstetter

BOOKS for Children

Edited by Mabel F. Altstetter and Muriel Crosby

Poetry

Traveler's Joy. By Ivy O. Easrwick. Illustrated by Decie Merwin. McKay, 1960. \$2.50. (6-12)



The picturesque common names of English flowers set the poet to speculating about the source and meaning of the words. She gives the botanical name of each in parenthesis so that there will be no misleading information. There is a lovely, lilting quality about the lines that makes them sing.

A

Quick as a Wink. By Dorothy Aldis. Illustrated by Peggy Westphal. Putnam, 1960. \$2.75. (8-12)

The world of insects gives Dorothy Aldis the inspiration for her new book. Each poem is accompanied by a prose description of the insect. This is not Mrs. Aldis' best work but it has charm and freshness. The illustrations are the work of the poet's daughter.

A

Fiction

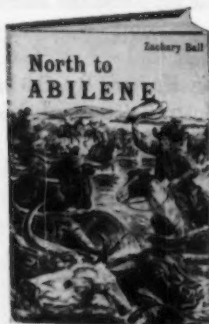
The Sea Broke Through. By Ardo Flakkeberg. Illustrated by Peter Spier. Knopf, 1960. \$2.95. (10-12)



The great floods of 1953 in Holland give the setting and the action of this story of fear, adventure, and heroism. The chief characters are four boys who come from various parts of the inundated area and their adventures provide the plot. The writing is vigorous and the characterization strong. The valor of a nation which has wrested its land from the sea emerges clearly. This story apparently loses little in its translation from the Dutch, and the

reader is filled with admiration for the sturdy people whose lives are a constant fight to hold back the sea. A

North to Abilene. By Zachary Ball. Holiday, 1960. \$2.95. (2-16)



The tough days after the Civil War when cattlemen drove their longhorns a thousand miles to the railhead at Abilene live again in this vigorous junior novel. Seth Hartley, orphaned by an Apache raid, is taught by a gruff cattleman how to live the rough life on a frontier ranch in Texas and how to drive cattle on the trail. Drought, flood, hostile Indians, thieving white men, and stampeding cattle combine to make a fascinating book about a brief period of American history which has left its mark on our national life. A

Terrible, Horrible Edie. By E. C. Spykman. Harcourt, 1960. \$3.25. (10-12)

Edie's troubles come about as a result of her parents' absence during a summer at the seashore. She is the youngest of the four Care children, and the ignoring which she receives from the older children makes it clear to an adult that her behavior is a series of attention-getting devices. Looked at in this light she becomes understandable, but her constant troubles pall after a time. Children may enjoy her pranks and see in her their own frustrated desire for

identity. Edie is terrible and horrible but she has her moments of being loveable, and her escapades provide a certain relief from the usual heroine. A

Wild Imp. By Buelah Karney. Day, 1960. \$3.50. (12-16)

This is an exciting book. It deals with an Irish immigrant boy of fourteen who walks from Baltimore to Texas in 1871 because of his love for horses and his need for a job. Conal O'Mellaine had learned from his father how to "gentle" wild horses with kindness, and he has a chance to use his knowledge when a handsome wild stallion comes his way.

The locale of the story shifts from Texas to Hawaii where Conal has been sent to help with a load of horses. There is much good description of Hawaii at this period.

The story is believable because Conal is not a paragon of virtue, but his mistakes make his triumphs more satisfying. The swift movement and suspense add up to a pleasing experience for the reader. A

World Song. By Ann Nolan Clark. Illustrated by Kurt Wiese. Viking, 1960. \$2.75. (10-13)



This latest of Mrs. Clark's books about Indians is a notable addition to the list.

"Red" Barrington is the central figure of the story, which shifts from his grandfath-

er's trading post in New Mexico to Costa Rica, where his father was to spend two years as a consultant on a coffee plantation. In New Mexico Red had a Navajo boy for a dear friend, but in his new home he found difficulty in being accepted by the Indian boys. It was his knowledge and understanding of birds that surmounted language barriers and helped him to make friends after many experiences of rejection.

A

Old Favorites in a New Dress

The Adventures of Ulysses. By Jacques Le-Marchand. Illustrated by Andre Francois. Criterion, 1960. \$3.95. (All ages)



The story of the wanderings of Ulysses has been told over and over for young people but never quite so much in the vernacular or with such charming illustrations. The artist has caught the spirit of fun and exaggeration in the tales, and his pictures are a marvellous blend of art and humor. The book is a triumph of the book-maker's art, and the six-color lithographs are a delight.

A

The Sleeping Beauty. By the Grimm Brothers. Illustrated by Felix Hoffman. Harcourt, 1960. \$3.50. (4-8)

This book by a noted Swiss artist is one of the most beautiful this reviewer has ever seen. The pictures are so right in concept, color, and technique that one envies the child whose first contact with this story comes through this exquisite book. The paper and the type and the size of the book are equally pleasing.

A

The Iliad of Homer. By Barbara Leonie Picard. Illustrated by Joan Kiddell-Monroe. Walck, 1960. \$3.50. (9)



Homer's great epic has been retold in prose as a companion to Miss Picard's *Odyssey of Homer*. There is both strength and a flowing quality in the simple narrative and the simple vocabulary does not sacrifice dignity of style.

A prologue and an epilogue make the book especially valuable because events leading up to the Trojan War and after it help to understand the epic. Names mentioned in the book are listed at the back with a brief identification. The list would be more valuable if pronunciation were included.

A

Folklore

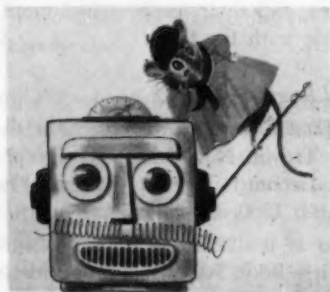
The Burro Benedicto. By Philip D. Jordan. Illustrated by R. M. Powers. Coward, 1960. \$3.50. (7-12)

A well-known historian from the University of Minnesota has collected these

tales first hand from story tellers in Mexico. A number of them have not appeared in print before. They are written with sensitive artistry in diction and style and add another beautiful book to the growing treasury of folklore for children. The illustrator has shown this same sensitivity in capturing the spirit of the stories. His numerous black and white drawings add much to the book. The colored jacket is especially pleasing. A

Picture Books

Anatole and the Robot. By Eve Titus. Pictures by Paul Galdone. Whittlesey, 1960. \$2.50. (4-8)



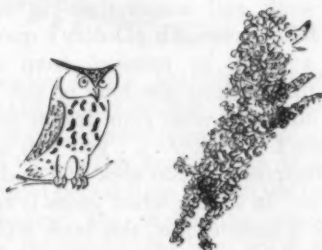
Miss Titus' third book about the brave mouse, Anatole, is a delight. When an inventor replaced Anatole with a robot everything went wrong, for the mouse had been a great success as a taster in the cheese factory where he worked. The destruction of the robot returned the mouse to his place to "unmess the mess" and happiness reigned. Anatole even salvaged the pieces of the robot and made a small one to help his wife with her housework. A

Chandu. English version by Willian Sansom. Photographs by Astrid Bergman Sucksdorf. Harcourt, 1960. \$3.50. (8-12)

The author and her husband lived for two years among the Murias, a primitive tribe of central India, while they made a film depicting the life around them. They

were especially pleased with a young boy who had a tiger for a pet. Mrs. Sucksdorf made a book about him and illustrated it with photographs so lovely that the skin tones of the people and texture of feather and fur stand out while making the people not "exotic strangers but friends and fellow human beings." The publisher has spared nothing to make this a superb book. A

Night and Day. Written and illustrated by Roger Duvoisin. Knopf, 1960. \$2.95. (3-6)



A poodle named Day and an owl named Night were curious about what went on in the world the other half of the time which each knew. Through a series of adventures they came to an understanding. Roger Duvoisin's sense of fun comes out in all the numerous illustrations in both color and black and white. A

Biography

Doctor Tom Dooley, My Story. An abridgement of books by Thomas A. Dooley: *Deliver Us From Evil*, *The Edge Of Day*, and *The Night They Burned the Mountain*. Farrar, Straus and Cudahy, 1960. \$2.95. (12-16)

Despite the controversy which centers about the motivations of Dr. Tom Dooley, this is a story of a young man whose vocation and dedication will inspire young readers. High adventure, a deep spiritual



expression and a factual approach to clarifying the conflict between political ideologies will bring home to young Americans the need for deep convictions regarding a life's work and satisfactions in serving one's fellow man. Dr. Dooley's quotation from a letter he received from Albert Schweitzer reflects the tone of this book: "I do not know what your destiny will be, but this I do know . . . you will always have happiness if you seek and find: how to serve." In a time when youth is searching for a guiding star, this book will help them find it. C

Northwest Pioneer. The Story of Louis Fleischner. By Alfred Apsler. Illustrated by Morton Garchik. Farrar, Straus and Cudahy, 1960. \$2.95. (9-15)

A fictionalized but authentic account of the Westward migration of two Jewish boys from a Bohemian ghetto who contributed to the opening of the West and the founding of a great city, Portland, Oregon. Adventures along the Oregon Trail, Indian battles galore, but most of all, the search of the Jewish people for a place to put down roots make this story of the life of Louis Fleischner a memorable one. The outstanding quality of this biography is the underlying theme of the search of a people to satisfy their human relations needs. It is handled with restraint and without sentimentality. C

Albert Einstein, Citizen of the World. By William Wise. Illustrated by Simon Jeruchim. Farrar, Straus and Cudahy, 1960. \$2.95. (11-15)

Two qualities make this book an important one for teachers and children. Much emphasis is placed upon the factors in living which create hardship for children who are "different." In Einstein, the difference was genius. The loving bonds of family life compensated for the difficulties experienced by the young Einstein in school. The second factor of significance is the clarification of the complex Theory of Relativity which will help young readers with an interest in mathematics and physics, and their teachers feel more comfortable with the term. C

Social Studies

The First Book of Civil War Land Battles.

By Trevor Nevitt Dupuy. Decorations by Leonard Everett Fisher. Franklin Watts, 1960. \$1.95. (10-14)

This is a distinguished contribution to the First Book Series for young historians. It reports an accurate picture of the principles and strategy employed in decisive land battles in the first modern "total" war. Detailed maps of great battles, a glossary of military terms, charts of military maneuvers and a list of generals on both sides provide the tools needed by young readers.

The emotional impact upon the people engaged in the disruptive experience of war between brothers is one of the major characteristics of the book. C

The First Book of the Congo. By Philip McDonnell. Illustrated by Edna Mason Kaula. Franklin Watts, 1960. \$1.95. (10-14)

This is a timely book of a region assuming new importance in a human relations conscious world. A land of sharp contrasts,

presented in terms understandable to young readers, the author describes its natural history, animal lore, religion, native tribes and native industries. C

The First Book of Africa. By Langston Hughes. Illustrated with photographs. Franklin Watts, 1960. \$1.95. (10-14)

Langston Hughes tells the story of Africa, an Africa determined to be free of foreign domination and to govern itself. The history of discovery and exploration brings the great story of a people determined to be free up to date. Ancient kingdoms, tales of explorers and missionaries, the advent of empire-builders, and efforts toward independence make this an exciting portrayal and a timely one.

The First Book of Australia. Written and illustrated by Edna Mason Kaula. Franklin Watts, 1960. \$1.95. (10-14)

Swiftly moving narrative and excellent illustrations make the story of the land Down Under a fine introduction to a fascinating land filled with the mystery of the past and promise for the future. C

The First Book of Ancient Greece. By Charles Alexander Robinson, Jr. Illustrated by Lili Rethi. Franklin Watts, 1960. \$1.95. (10-14)



"Past Is Prologue." This new First Book presents the greatest civilization the world has known in terms appealing to modern boys and girls. A brief history of the Greeks up to and following the age of Pericles helps the reader understand the forces that brought about this great age and to

appreciate its lasting contribution to Western culture. C

America Moves Forward. By Gerald W. Johnson. Illustrated by Leonard Everett Fisher. William Morrow, 1960. \$3.95. (11 up)



In earlier books, AMERICA IS BORN and AMERICA GROWS UP, is told the story of our country from its beginning to World War I. This final volume deals with the crucial period from 1917 to the present. Illuminating the underlying causes of events, the reason why men acted as they did, and the circumstances which brought America the power to wreck the world or save it, this book will give young Americans an understanding of their country and insight into the demands of the future. "This nation has grown great because many millions of strong men have labored to build it, at least one million brave men have died to defend it, and thousands of wise men have used all they had of mind and character to guide it." These are words to inspire the young. C

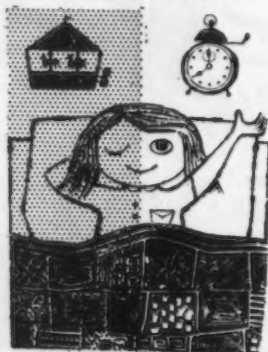
Science

The Magic of Rubber. Written and illustrated by E. Joseph Dreany. G. P. Putnam, 1960. \$2.75. (10-14)

Young readers who accept rubber for granted in their daily lives will find needed information and a challenge to the imagination in this portrayal of the processes of production and the contributions to mod-

ern civilization of natural rubber. An up-to-date picture of developments in synthetic rubber research and hints of rubber's future will surprise the reader. A building made of rubber? Clothes that grow in size right along with you? These are some of the surprises included in this book. C

Do You Hear What I Hear? Written and illustrated by Helen Borten. Abelard-Schuman, 1960. \$2.75. (5-8)



This book makes it possible for youngsters to explore a new dimension of sound. Happy and sad sounds, frightening and unexpected sounds, loud and soft, bold and

brash, these are among the sounds to which the young reader will become sensitized. "The world is like a great symphony, full of sounds to listen to and enjoy. Do you hear what I hear?" C

A Book of Tongues. By Anne Welsh Guy. Illustrated by Elizabeth Rice. Steck; 1960. \$1.75. (3-7)



To the very young, every part of the anatomy is mysterious and delightful. All of the uses of tongues by people and animals are explored in this delightful book. Tongues may be spears, wash cloths, air-conditioners. We use them to talk, eat, sing, drink. Fun and information are packed into this appealing story of an important bit of equipment we take for granted. C

IDEA INVENTORY

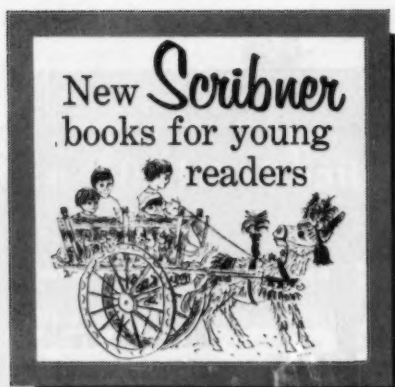
Continued from page 405

When Jim was a hostage in the pirate camp he comprehended Silver's treachery. "Should the scheme he had now sketched prove feasible, Silver, already doubly a traitor, would not hesitate to adopt it. He had still a foot in either camp." When the pirates still expected to find the buried gold, Silver was greedy for it, but when the empty excavation was found with no treasure, Silver "kept his head, found his temper, and changed his plan before the others had had time to realize the disappointment." Whereas he had cast murderous glances at Jim a minute before, "His looks were now quite friendly; and I was so revolted at these constant changes that I could not for-

bear whispering, 'So you've changed sides again.'"

When the Squire appeared, Silver joined in heartily with three cheers and a polite salute. "John Silver," the Squire said, "you're a prodigious villain and impostor—a monstrous impostor, sir." And at supper on Ben Gunn's stores of food, "There was Silver, sitting back almost out of the firelight, but eating heartily, prompt to spring forward when anything was wanted, even joining quietly in our laughter—the same bland, polite, obsequious seaman of the voyage out."

As there are still obsequious villains in the world today, a study of treachery in literary characters might make a lasting impression.



Marcia Brown
***TAMARINDO!**

A fresh and joyous story of a day in the life of three small Sicilian boys, who search for Tamarindo, a lost donkey, through the olive trees, the lemon trees, the prickly pears and down to the sea. *Illus. in 4 colors by the author.*

October • Ages 5-9 \$2.95

Mary Little
***FIDELE**

The Legend of a Good Dog

The medieval legend of how a little dog won his way into Heaven to join his beloved master, Saint Roch—retold simply and tenderly, and pictured in the style of old illuminated manuscripts. *Illus. in 4 colors by the author.*

September • Ages 6-10 \$2.75

Leo Politi
***MOY MOY**

A warm-hearted family story of Moy Moy and her brothers, who live on a street of Chinese shops in Los Angeles. The glowing pictures radiate the excitement of the Lion Dance and Dragon Dance preparations for the long-awaited Chinese New Year. *Illus. in 2 and 4 colors by the author.*

September • Ages 4-8 \$2.95

Louise and Richard Floethe
***THE INDIAN
AND HIS PUEBLO**

The life of the Rio Grande Indians in New Mexico now and long ago, old ways and new interwoven, in charming pictures and straightforward text. *Illus. in 4 colors.*

August • Ages 5-10 \$2.95

Adrienne Adams

***THE SHOEMAKER AND
THE ELVES**

Adrienne Adams' lively illustrations for this favorite folk tale by the Brothers Grimm take us right into the home life of the kindly shoemaker and his wife. The elves, winsome and shy, are real personalities and Wayne Andrews' translation is true to the spirit of the original German. *Illus. in 4 colors.*

September • Ages 5-9 \$2.95

Dick Snyder

***ONE DAY AT THE ZOO**

An entertaining story of a morning in the zoo told with photographs of animal scenes any child can see for himself any day at the zoo. A surprise at the end of the story will amuse all readers.

September • Ages 5-9 \$2.95

Norman Bate

***VULCAN**

An old-fashioned steam engine, at the coming of the diesel, is dramatically transformed at the steel mill. The pictures are strong, artistic and informative. *Illus. in 2 colors by the author.*

September • Ages 5-10 \$2.75

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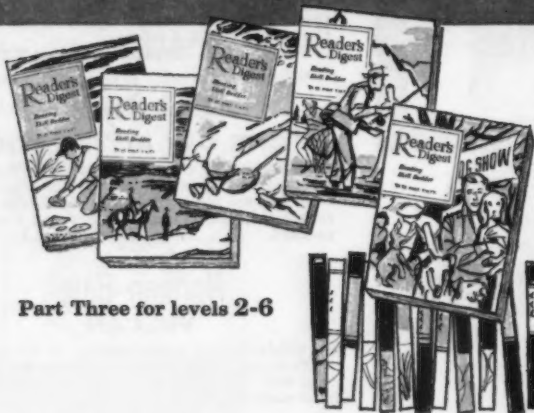


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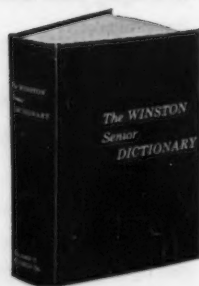
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